DOCUMENT RESUME

ED 129 512 32 RC 009 467

AUTHOR Brink, Donald; And Others
TITLE Arizona's Migrant Child Education Teacher Exchange with California.
INSTITUTION Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE Sep 76
NOTE 72p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Ancillary Services; Curriculum; Educational Programs; Elementary Secondary Education; *Migrant Child Education; *Participant Satisfaction; Program Descriptions; *School Visitation; *State Programs; Summative Evaluation; *Teacher Exchange Programs
IDENTIFIERS *Arizona; California

ABSTRACT

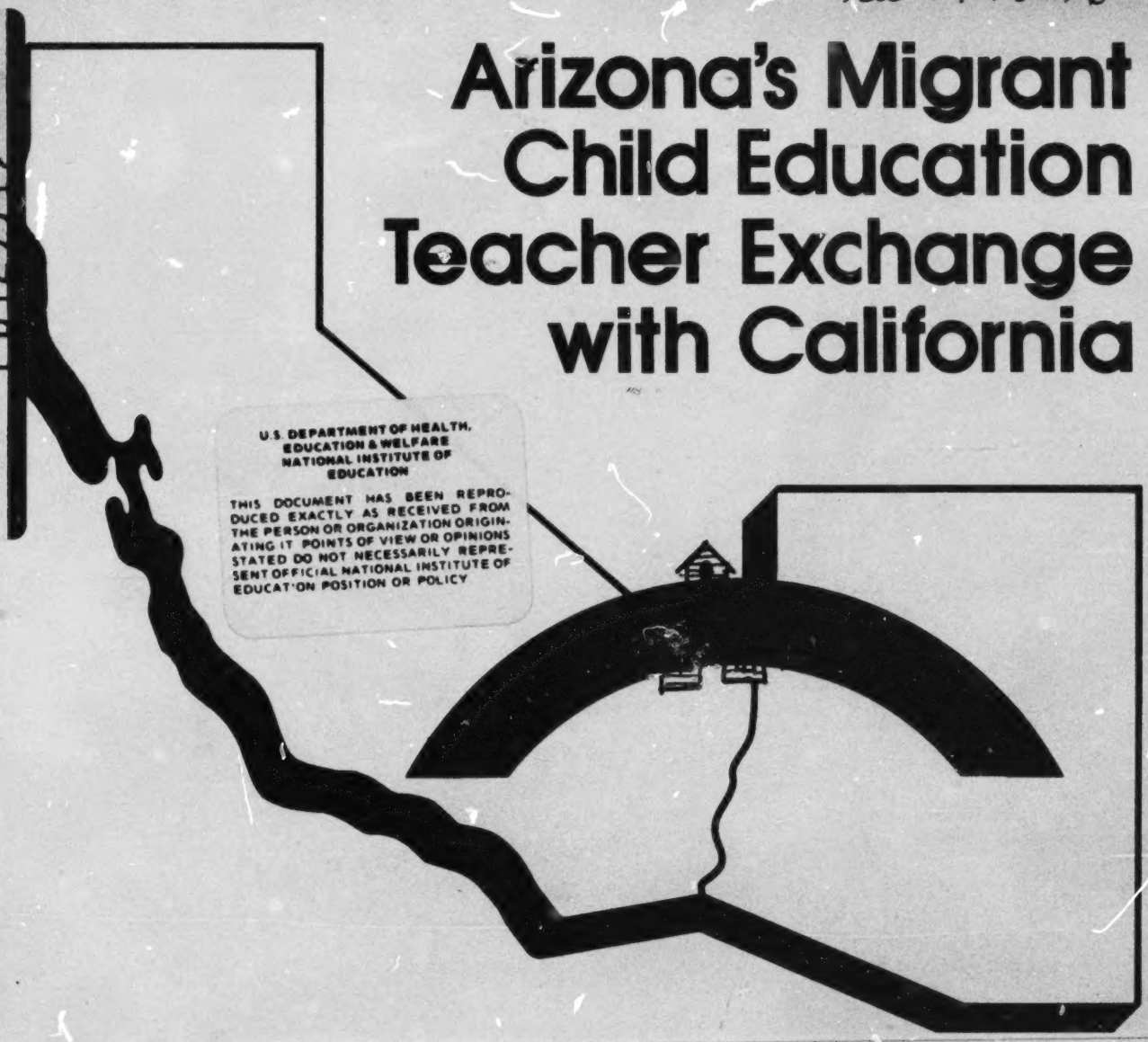
Each year, the Office of Migrant Child Education, Arizona Department of Education, participates in a Teacher Exchange Program with other states. Prior to these visits, arrangements are made with other states to send teachers and administrators on an observation tour of their Migrant Child Education Programs. Objectives are to provide: an opportunity for state educational agencies to share training techniques, materials, and procedures through practical application and on-site observation; and training to develop resource personnel to assist in the state educational agencies' development of future inter- and intrastate programs as funds become available. Observation reports required by participants engaged in this Teacher Exchange Program enhance the interstate agreements regarding curriculum dissemination and exchange of teaching ideas and techniques. In 1976, 13 participants traveled to California. Thirteen Migrant Child Education Projects were represented by a teacher or a program coordinator recommended by the administrator of the project. The group was led by an administrative consultant from the Office of Migrant Child Education. The participants' observation reports are given in this document. (NQ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

rec 04-10-76

ED129512

Arizona's Migrant Child Education Teacher Exchange with California



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

RC 009467

Carolyn Warner, Superintendent, Arizona Department of Education

September, 1976

TEACHER EXCHANGE PROGRAM

ARIZONA

DEPARTMENT OF EDUCATION

DIVISION OF

MIGRANT CHILD EDUCATION

CAROLYN WARNER

SUPERINTENDENT

ARIZONA DEPARTMENT OF EDUCATION

Carolyn Warner, Superintendent

Dr. Jim Hartgraves, Deputy Superintendent

General Operations Services	Career, Vocational Education Services	Business and Financial Services	General Education Services
Mr. Jim Brunstein Associate Superintendent	Mr. Bill Anderson Associate Superintendent	Mr. John George Associate Superintendent	Dr. Mary Jo Livix Associate Superintendent

ARIZONA STATE BOARD OF EDUCATION

Mr. Stephen S. Jenkins, Jr.	President
Mrs. Amy T. Worthen	Vice President
Mrs. Carolyn Warner	Executive Officer and Secretary
Mr. O. B. Joy	Member
Mr. Leon H. Maehling	Member
Mr. J. Ben Picone	Member
Mrs. Merle Platt	Member
Dr. John W. Schwada	Member
Mrs. Miriam Sorey	Member

FUNDED BY TITLE I MIGRANT, P.L. 89-10

AS AMENDED BY P.L. 89-750

TEACHER EXCHANGE BULLETIN

The Office of Migrant Child Education, Arizona Department of Education, annually participates in a Teacher Exchange Program with other states. This year, 1976, we had the privilege of visiting the State of California.

Prior to these visits, arrangements are made with other states to send teachers and administrators on an observation tour of Migrant Child Education Programs. The objective is to provide an opportunity for state educational agencies to share training techniques, materials, and procedures through practical application and on-site observation, and also to provide training to develop resource personnel to assist in the state educational agencies' development of future inter- and intrastate programs as funds become available. Observation reports required by participants engaged in this Teacher Exchange Program will enhance the interstate agreements regarding curriculum dissemination and exchange of teaching ideas and techniques.

The following pages are actual reports or excerpts from reports of the Arizona delegation that traveled to California April 19-23. Thirteen Migrant Child Education Projects were represented by a teacher or a program coordinator recommended by the administrator of each project and led by Mr. Donald Brink, Administrative Consultant from the Migrant Child Education Division, Arizona Department of Education. The people who participated and the schools they represented are listed on the next page.

J. O. "Rocky" Maynes, Jr., Ph.D.
Director, Migrant Child Education

PARTICIPANTS IN TEACHER EXCHANGE PROGRAM TO CALIFORNIA

Mrs. Johanna Haver
Avondale Junior High School
Central Avenue and LaPasada
Avondale, AZ 85323

Mrs. Jessie Estrada
Buckeye Elementary School
210 South Sixth Street
Buckeye, AZ 85326

Mrs. Kristine Jilbert
Dysart Elementary School
Route 1, Box 710
Peoria, AZ 85345

Scott Mundell
Central School
Fifth and D Streets
Eloy, AZ 85231

Mrs. Joan Zink
Underdown Junior High School
P.O. Box 280
Cashion, AZ 85329

Mr. Paul Schwier
Mohawk Valley School District
P.O. Box 67
Roll, AZ 85347

Mrs. Joyce Seraile
Mohawk Valley School District
P.O. Box 67
Roll, AZ 85347

Mrs. Ann Taylor
Pendergast Elementary School
Route 1, Box 12
Tolleson, AZ 85353

Mrs. Rebecca Limas
Somerton School District
P.O. Bin E
Somerton, AZ 85350

Mrs. Leanna Mendenhall
Tolleson Elementary School
P.O. Box 278
Tolleson, AZ 85353

Mrs. Rita Fisher
Tolleson Union High School
9419 West Van Buren
Tolleson, AZ 85353

Mr. Ray Gary
Willcox Unified School District
240 North Bisbee
Willcox, AZ 85643

Mrs. Virginia Harkin
O.C. Johnson School
12th Street and 12th Avenue
Yuma, AZ 85364

ACKNOWLEDGMENT

ARIZONA-CALIFORNIA TEACHER EXCHANGE TOUR

The office of Migrant Child Education, Arizona Department of Education, wishes to acknowledge the outstanding educators from Arizona who participated in this annual program. It was a privilege to travel with such dedicated and professional people. Thank you Jessie, Rita, Ray, Virginia, Johanna, Kristine, Rebecca, Leanna, Scott, Paul, Joyce, Ann, and Joan.

The week of April 19-23, 1976 was certainly enjoyable and educationally rewarding. We appreciate very much the hospitality and courtesies extended to us by the California State Department of Education personnel and other educators with whom we met.

We especially want to thank the following people who took time to answer our questions or be with us: Dr. Leo Lopez, Chief, Bureau of Migrant Education, State Department of Education, and his Assistant Superintendent and Director, Manuel Ceja; Hector Solis, Director of Region VI Migrant Education; Keith Thomas, Region VI Coordinator; our full-time escort, Peggy Duncan, District Resource Teacher at El Centro; Ann Monge, Resource Teacher at Calexico; Mr. Corona, Resource Teacher at Heber, and Alicia Duarte, Resource Teacher at Brawley. The Superintendents, principals, teachers, aides, students, and all other school personnel were very kind and cooperative, making our tour pleasant and successful.

Dr. Leo Lopez and his staff administer the Migrant program in California through seven regional offices, serving all agricultural areas of the State. Another region may be added soon to serve migrant fishermen. About 49,000 F.T.E. migrant children were served during fiscal 1976. The Region VI office in El Centro serves the Imperial Valley.

In touring four districts, we visited six elementary schools, two junior high schools, two high schools, and two migrant Health Clinics. All the visiting participants felt that they had received an excellent overview of the Migrant Program in California. Among points of special interest were the State-funded Early Childhood Education program, the Grace Ransom Reading program, and the Multi-cultural materials and activities. Two manuals were brought back to Arizona to be reproduced and distributed to each participant and other teachers and administrators who request them. They are *Solutions in Communication*, by Leonard Olguin, on English sounds which are difficult for people with a Spanish-speaking background, and *Training Manual – Migrant Education Tutorial Aide*, prepared by Butte County Superintendent of Schools, Region II Office of Migrant Education, Oroville, California.

The office of Migrant Child Education, Arizona Department of Education, would like to invite visitors from California or any of the other states to observe our migrant program and give us a chance to return the courtesies and hospitality shown to us.

Each of the participants considered the tour a valuable educational experience and brought something back from California that will help in the classroom, as can be seen by their reports in the following pages.

TABLE OF CONTENTS

	Page
Teacher Exchange Bulletin	iii
Participants in Teacher Exchange	iv
Acknowledgment	v
Ann Taylor, Pendergast District	3
Paul Schwier, Mohawk Valley District	9
Johanna Haver, Avondale Junior High School	15
Scott Mundell, Eloy District	23
Jessie Estrada, Buckeye District	33
Virginia Harkin, Yuma Elementary	39
Ray Gary, Willcox Unified District	47
Rita Fisher, Tolleson High School	53
Rebecca Limas, Somerton District	59
Kristine Jilbert, Dysart Elementary	65
Joyce Seraile, Mohawk Valley District	69
Joan Zink, Underdown Junior High School	73
Leanna Mendenhall, Tolleson High School	77

ON-SITE OBSERVATION TOUR REPORTS

ESEA TITLE I MIGRANT PROGRAMS

CALIFORNIA

APRIL 19-23, 1976

REPORT ON ARIZONA'S MIGRANT CHILD EDUCATION

TEACHER EXCHANGE WITH CALIFORNIA

1976

Ann Taylor
Pendergast School
3802 North 91st Avenue
Tolleson, Arizona

11

3

p. 2 blank

I am very grateful for having had the opportunity to participate in the 1976 Arizona Migrant Child Teacher Exchange with California. The observation of the schools and Migrant Program supportive health facilities was well planned. Our California hosts were most generous with their time and explanations. Special thanks go to Peggy Duncan, Mr. R. Barela, Ann Monge, Mr. Weber, Mrs. Duarte, Mr. Corona, and all the other administrators, teachers, aides, and students who shared so much with us. A very special appreciation is given to Keith Thomas, Instructional Services Coordinator Region VI, who was our most gracious guide throughout the entire time. It was an outstanding personal and professional experience.

General Observations of the Migrant Program

The initial orientation, upon arriving in El Centro, was provided by Mr. Hector Solis, Regional Director of the Region VI Office of Migrant Education. Mr. Solis gave an overview of the California Migrant Program. The state is divided into seven regions. The program operates under the California Master Plan which provides a definition to determine the eligibility of migrants.

Migrant students are classified into six groups. Class One and Two children are mobile interstate and instrastate. Class Three's are former migrants. Classes Four to Six are the same as Classes One to Three, but these are assigned to migrants engaged in fishing. Migrant funds are disbursed from the State level to the Region level. The entire program has two major components: an Instructional Program and a Health Program. From this point, the orientation concerned itself with Region VI. Region VI has 12 districts in which 43 schools are located. Our observation was of four of these districts. There are approximately 5,000 migrant students in Classes One to Three. Of this number, approximately 3,000 to 4,000 are classified as mobile and receive first priority for services.

The Migrant Personnel in Region VI include 175 Instructional Aides, 28 Supportive Services Aides (also called Community Aides), 10 Resource Teachers, and 6 Regional Staff.

Of the 3,000-4,000 mobile migrants, about 95 percent are Spanish speaking. Within this group, almost one-half are monolingual, speaking very little or no English. El Centro is near the center of a large agribusiness area. The migrant workers plant and harvest lettuce, broccoli, sugar beets, cantaloupe, cotton, and other crops. The migrant population peaks between November and March. Although the area has three or four growing seasons, there is a definite decline in migrant student population beginning in April and continuing through May. Because there is a very low student impact during the summer months, the district does not offer migrant summer programs.

Instructional Aides almost consistently work in the classroom. If the migrant population is a large proportion of the class, the aide becomes a general assistant to the teacher in all the instruction which the teacher plans for the class and usually stays with that one class or teacher for the entire day.

If there are only three or four migrant students in a classroom, the aide comes to the classroom for a certain amount of scheduled time – usually 30 to 40 minutes per student – to work with the students on a one-to-one, or small group, daily basis. The aide assistance can be in any one of the four areas of the Instructional Program: Oral Language, Reading, Math, and Science. However, throughout the observation, it seemed evident that Oral Language and Reading received the most emphasis.

f 4 blank

It should be noted here that, almost without exception, all the schools I observed provided many supportive services through many sources of funding. The migrant students receive not only the Instructional Aide support provided by migrant funding; but, they also have the supportive services provided by the district through special state-funded programs and other Federal programs. Significant among these are:

ESL Classes – Small groups of students work with an ESL teacher and aide. Any child who speaks little or no English qualifies for these classes. The instruction is for approximately 40 minutes per day. From my observations, I did not see any Spanish-speaking child left to "cope" on his own in an English-speaking classroom. In addition to the ESL classes, there usually is a bilingual aide in the classroom.

Bilingual Classes – Certain districts emphasize this more than others – the others have the ESL classes only. The bilingual classes provide oral language, reading, and writing instruction in both Spanish and English. Awareness of culture is emphasized through such activities as singing, dancing, and art.

Early Childhood Education – This is a state-funded program providing much assistance, through materials and personnel, for enriching educational experiences of students from kindergarten through grade three.

Title I – Many of these programs are in Reading. Migrant students can be enrolled in these programs if they need help in reading.

In addition to classroom assignments, Migrant Instructional Aides can be assigned to an ESL teacher, a bilingual teacher, or any special program where a number of migrant students are enrolled.

The Community Aides serve in a coordinating role between home and school. They are very involved in the Health Program component which provides dental, medical, and vision care for Migrant Program students. These aides make home visits and make the appointments with the supportive health services. The Community Aides are also responsible for maintaining all migrant records which are sent to terminal centers. In some high schools, migrant counselors are now in pilot programs. Plans are being made to provide mobile counseling service next year. Some high school migrant students are in work-study programs. These programs are designed to keep students in school by providing them with paying jobs.

Not too much reference was made to Parent Advisory Councils. Some schools seemed more involved with parents than others. Some remarks were made about the difficulty of getting parents interested. Such activities as having pot-luck dinners or buffets were said to be successful.

Observed Schools

Because most schools do have features that are similar, the general observations of the Migrant Program were given above to avoid redundancy in reporting the visit. In the following list of schools, specific features, or "highlights" of programs are noted.

Washington Elementary – El Centro

Two ESL classes are provided for primary students and intermediate students. Students come to these classes for no more than two hours, but in most cases for about 40 minutes.

The Grace Ransom Reading System provides a continuous evaluation of students' reading skills. This system, also observed in other schools, provides a taxonomy of skills categorized into approximately 30 behavioral objectives per grade level. A Reading Resource Teacher coordinates the rather voluminous amount of materials and record keeping involved.

John F. Kennedy Jr. High – El Centro

A 7th and 8th grade class combines for team-teaching of reading and language arts. Creative teaching was seen in many areas, especially in Individualized Reading. The students are also involved in Independent Study "rewards." (From my observation, it appeared to be quite a successful behavioral modification technique.) An "R and R" – Relax and Read – is a section of the room that has the atmosphere of a living room.

An open classroom of approximately 125 students was a perfect example of what can be done by teacher planning as they described it. The organization of teachers and students was beautiful!

Central Union High School – El Centro

Here migrant students can get reading assistance at a Reading Lab. Teachers and aides work on reading problems with small groups for periods of 55 minutes a day.

Rockwood School – Calexico

Bilingual classes are available for students in grades K-3. All students in these classes are there through parental permission. After some initial reluctance, there is no problem getting students for these classes. The very enthusiastic Resource Teacher, Ann Monge, stressed teacher involvement in the success of the program. One third grade was reading Spanish lyrics as their joyful singing filled the room!

The students get two hours of language arts in their dominant language and one hour in the language they are learning. Through team teaching, each teacher is a "model" of the language. There is no inconsistency through interpretation switching. The Parent Advisory Council at this school meets once each month.

Calexico High School
Calexico

What a treat! We observed the La Estudiantina. This is a group of high school students, including some migrants, who perform as a musical group. Each student plays an instrument and sings. They have performed in Washington, D.C. and other places. A marvelous group of young people!

7

Heber Elementary School District – Heber

This district is in a fast growth period. Many of the facilities are new and quite beautiful. In the Jr. High, the Home Economics room and the Wood Shop were very well equipped. It was interesting to observe both girls and boys in these classes. The boys seemed as pleased with their just-baked pies as the girls were with the hammers and saws. The library was fantastic – it even had a loft area – and much AV equipment. A Title III project was the source of much of this and a Title II project was an elementary media center where System 80 plus many other materials were available.

The school has self-contained, team-teaching, and open classrooms. Migrant aides assist students with such things as individualized math through the Long Beach System and the Merrill Tape Program and reading through the Ransom System. Approximately 80 percent of the kindergarteners are Spanish-speaking. The aides assist with the Let's Learn Language oral language program.

Miguel Hidalgo School – Brawley

The ratio of teachers and aides to students was impressive. In grades one to three there are approximately 25 students per class with two aides assisting the teacher. In addition, the migrant aide comes in to give extra help to the migrant students. Many teacher-made materials were seen in the classrooms.

Oakley School – Brawley

A bilingual third grade was doing a cultural awareness lesson. Multi-ethnic dances were being performed. These students were just beautiful going through the intricate steps of Mexican, Hawaiian, and other dances.

Migrant Health Facilities

In addition to observing the school programs, our group toured the Loma Linda Dental Mobile Clinic in El Centro and the Clinica de Salubridad de Campesinos. In both facilities, migrant students can get dental care for a flat fee of $50 per student, paid by the Migrant Program. The latter facility also provides family planning and certain emergency care.

Conclusion

While taking part in a teacher exchange, one is always aware of what is being learned and especially how it might create positive change. Comparisons and contrasts are made within the limits of a person's own background and program. The observations were very interesting and there were some ideas which I feel can be tried.

For the invitation to participate in this project, I extend my sincere appreciation to the Arizona Migrant Child Education Department. To Dr. J.O. "Rocky" Maynes, Director, Migrant Child Education, thank you for planning the teacher exchange. To Mr. Don Brink Administrative Consultant, thank you for being such a helpful guide throughout the trip, and, to my school, thank you for granting me the leave.

As one California teacher said to me, "I wish we could do this." Teachers can benefit so much from an exchange of ideas.

REPORT ON ARIZONA'S MIGRANT CHILD EDUCATION

TEACHER EXCHANGE WITH CALIFORNIA

1976

Paul Schwier
Mohawk Valley School
P. O. Box 67
Roll, Arizona

Fourteen Arizona educators, all of whom are involved with the Arizona migrant program were privileged to visit and observe classrooms of Southern California schools in action. This visit occurred during the week of April 19 to 23, 1976.

Mr. Donald Brink, Educational Program Specialist, from the Arizona Department of Education acted as leader and coordinator for the group.

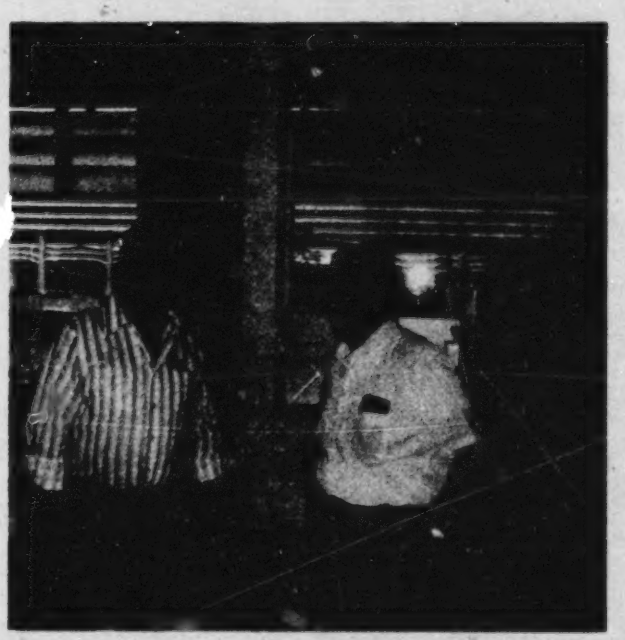
While Arizona's office for migrant education is located, totally, in Phoenix; California has several regional offices. Among these is the Region VI office in El Centro, California. Therefore, the group headquartered in El Centro at the Holiday Inn. Accommodations were excellent and the hospitality shown by the Californians as well as the carefully organized tour, made the visit a one thousand percent success. The participants felt especially indebted to Mr. Keith Thomas, who devoted his entire time to directing the tour.

Most of the teachers arrived at El Centro by plane around noon on April 19th. Mr. Hector Solis, Regional Director, extended his greeting in the afternoon meeting and introduced others from his office.

Due to the hour difference in time, the Arizona teachers felt some relaxation from the regular routine with activities starting an hour later.

Peggy Duncan, El Centro Resource Teacher, led the tour through the El Centro schools that are most involved in migrant education. There are about 930 Class One, Two, and Three migrant children in the El Centro system. Of these, 100 are Class One migrants, their first year in El Centro schools, while 450 are in Class Two.

Washington Elementary School is a target school. The Early Childhood program is used in K through 3. The same is true of Title I. A bilingual program has been started in the kindergarten during the 1975-76 school term and one more grade will be added yearly. Parents decide whether their children are to be enrolled in this type program. Currently, one-third of those enrolled are Anglo. Apparently youngsters in these programs are never retained.



The migrant program is strictly supplementary and these students also enjoy all the benefits any other district youngster has. There are two reading labs and two oral language labs especially for migrant pupils. They are pulled from the regular classroom for 45-minute periods.

p. 10 blank

There is a well stocked resource room at the school. The Grace Ransom reading system is utilized and teachers can obtain packaged materials from this room for each pupil in the individualized reading program. Each packet contains items chosen to meet the child's particular needs. Level tests and profiles of progress are part of the assistance provided by the resource room. Moreover, aides receive training in conjunction with the use of this room.

At Kennedy School, the middle grades are in a large, open room where team teaching is utilized. Four groups of students are in this program. There are about 17 in each group, placed according to reading levels. Learning stations are used to implement work necessary to maintain and improve skills.

In the afternoon, the youngsters return to a rather self-contained situation. Title I, as well as district money, funds these programs at Kennedy School.

Classes at Central High School were visited on the afternoon of April the 20th. This school has seven aides and one migrant counselor who tries to prevent dropouts by finding part-time jobs for these students. At this time 41 students are participating in the program.

A pre-algebra math room drew special attention. Three levels of pre-algebra are offered. Youngsters are sent to a higher level whenever ready. The migrant aides stay in the room while students do the changing.

The next room offered reading classes with the assistance of two Title I aides. The Globe Book Company provided most of the reading materials for the room. Considerable reading was also done in library books chosen freely by the students.

El Centro has a dental resource available for migrant youngsters. Here teeth are repaired or maintained at a nominal cost. Seven clairs are available. The facility is known as the Loma Linda Dental Clinic.

On April 21, the group motored to Calexico, located on the Mexican border and across from Mexicali. In the schools that were visited, 95 percent of the children are of Mexican heritage.

After being welcomed by Mr. Richard Barela, the chief administrator, the participants were directed by Ann Monge. She is the resource teacher for the Calexico Unified School District. She was ably assisted by Emily Palacio, who was acquainted with every aspect of their program.

Jefferson and Rockwell Elementary Schools feature a bilingual project, limited at this time to K-3. Two-hundred and twenty-four pupils are involved. The program is voluntary. At the end of last term, about 98 percent of the group elected to stay in the project.

The District hopes that the volunteers will be made up of persons 50 percent of whose dominant language is Spanish; and the other half hopefully will consist of English speaking persons. Team teaching is featured with one teacher known as a Spanish model and the other the English model.

The morning session for Grades Two and Three in the reading-language arts block is an ungraded situation. During the first semester, youngsters read for two hours in their

dominant language and one hour in the other. But during the second semester, the two-hour block is in the non-dominant language and one hour with the dominant language.

In the afternoon session all students are taught in the same langauge. The model teachers take turns in providing two week units in the language they represent. To make sure learning is occurring, there is a preview-review session in the pupils' dominant language.

A screening device known as C.T.B.S. – a California test – is used to determine in which language a student is most proficient. The *Open Court* phonetic approach is utilized. Oral language development is stressed at the same time E.S.L. is being used. The Spanish language-reading program is based on the *Santillana Publishing Company* materials. Also, *Victoria, Preparandose Para leer* is used.

Instructors from a San Diego college evaluate the program and the individual teacher's effectiveness each week classes are in session.

One hour was spent in visiting the Calexico High School. The instruction of a musical group was observed. The greater part of the hour was spent in listening to several numbers for which they are well known.

After lunch, a tour of the Heber School District was scheduled. Mr. Fred Corona, Heber Elementary resource teacher, ably conducted the group.

Heber, a district with a rather small enrollment during the 60's, has grown rapidly in the last few years. Mobile classrooms were utilized until permanent buildings were erected. Now the school has several large, new buildings which are well planned for the program. Once again the school population is 95 percent Spanish speaking. The district provides for 37 teachers and 22 aides.

Much of the funding comes from Federal programs such as Early Childhood Education and the Migrant Program. Plan S.B.-90 for K-4 and enrichment for the disadvantaged is funded for the 300 students enrolled. Additionally, there is a bicultural, bilingual program. Some teachers are paid one-half by the Migrant Program and one-half by Title I.

Team teaching is featured in the lower and middle grades with an open type classroom. Reading and math are taught in homogeneous groupings and the other subjects are taught with heterogeneous groupings. Children who cannot cope with that type of situation are taught in self-contained classrooms. Upper grades are also in self-contained classrooms.

Since 217 of the pupils are Class One and Class Two Migrants, nine migrant aides and two community aides are made available through Migrant funding. There is no pull-out program, so the aides instruct under the supervision of the homeroom teacher. Mr. Corona provides in-service training for these aides.

The last school district visited was Brawley, California. Farming around Brawley typifies areas where migrant people are likely to be found. However, many families who were truly migrant a few years ago, have now become permanent residents.

This is a K-8 district with enrollment of about 3,550 students. The State provides 76 percent of the supportive money. Other support comes from Early Childhood Education, Title I, and Title II.

One hundred and forty-four teachers staff the classrooms and resource rooms. One hundred and thirty-three aides are involved in the program, of which 25 are migrant aides. Three of these are community aides, one is a health aide, and 21 are instructional aides.

The district resource teacher, Alice Duarte, provided the group with assistance and direction in finding school locations and in finding various classrooms where some of the 415 migrant pupils were busily learning.

Mrs. Duarte supervises the migrant aides and provides in-service training for them. These aides, who are mostly bilingual, are recommended for the positions by the resource teacher. They are high school graduates and they are required to pass a proficiency test.

The classrooms for observation were in the Oakley School. For special help in reading, the *Scott-Foresman Special Practice Kit* is utilized as well as materials known as *Programs for Individualizing Instruction* by Barnell.

Grades 4-6 have their regular aides plus one migrant aide who goes from room to room. Two regular aides, one migrant aide, and parent volunteers work with the K-3 program. Thirty-four percent of the Grades 4-6 group and 21 percent of the Grades K-3 group are migrant. Also, migrants are pulled from the room for 45-minute sessions of specialized instruction. This includes the E.S.L. program.

The individualized math program is based on the Long Beach system which features constant maintenance teaching.

It almost seemed a discrepancy, but the sixth grade level has the largest proportion of migrant youngsters. Most of the help provided for this group is in oral language development.

A media center, or resource library, is staffed by a certified teacher with assistance from various aides. At this center, basic materials are filed in large folders which the homeroom teacher may check out for assistance in the teaching of various units. Children may work in the resource room, too.

The visit to Brawley concluded the week's visitation program. Certainly the trip was of benefit to the participants who generally gathered a good deal of information. Moreover, a social program, put together by Mr. Brink and Mr. Thomas, was an enrichment experience for participants.

As a participant, I am truly appreciative for the opportunity granted me by Mr. Andrew Dail, Chief Administrator at Mohawk Valley School, and by the Office of Migrant Child Education, Arizona State Department of Education.

ARIZONA'S MIGRANT CHILD EDUCATION

TEACHER EXCHANGE WITH CALIFORNIA

1976

Johanna Haver
Avondale Junior High School
Central Avenue and La Pasada
Avondale, Arizona

INTRODUCTION

The trip to California proved to be a very worthwhile experience for me. My reading program in Avondale will be considerably enhanced next year due to much of what I observed in the schools we visited. I was especially impressed with the emphasis placed on oral language development, the opportunities children have to appreciate the Mexican culture, as well as the incredible organization of programs evident in each school.

I am grateful to Dr. Maynes and the Migrant Child Education Division of the Arizona State Department of Education for this educational experience. Mr. Brink deserves special credit for taking such good care of us. I felt proud to be among the group of participants, who were always positive and enthusiastic. Mr. Keith Thomas, Imperial County Coordinator of Migrant Education, was the perfect host. I hope he enjoyed our company as much as we did his.

We arrived in El Centro on Monday, April 19th. Most of us flew via Air West from Phoenix; five of the participants came by car. We checked into the Holiday Inn and then met briefly with Hector Solis, Imperial County Regional Director of Migrant Education. At this time we were welcomed to Imperial Valley and given general information about the structure of Migrant Education in California. The rest of the day and evening we spent becoming acquainted with each other.

I. Tuesday, April 20, 1976.

We began our tour in the El Centro Elementary School District. We were introduced to Peggy Duncan, El Centro Resource Teacher, and Keith Thomas who remained with us throughout the week. They explained much to us about Migrant Education in California as well as facts concerning the El Centro District.

California Migrant Education is divided into seven regional offices. Imperial County is one of those regions. The migrant children are classed from One to Three. Class One includes those children whose parents are field workers who migrate from state to state; Class Two is different from Class One in that the parents migrate within the State; Class Three are the children of field workers who have become residents of the district, similar to the five-year migrants in Arizona. Each district has a project director to oversee the different Government sponsored programs, which include Early Childhood Education, English as a Second Language, Mentally Gifted Minor Program, Grace Ransom Reading Program, Bilingual Education, Title I, as well as Migrant Education. The programs seemed to be somewhat combined, rather than kept isolated from one another as so often is the case in Arizona. The aides are usually paid one-half by the district and one-half by the program.

The El Centro Elementary School District includes seven elementary schools and two junior high schools. There are approximately 930 children who have been identified as Migrants Classes One-Three in this district. One hundred are considered Class One. We were given an approximate breakdown of the ethnic groups: 55-60 percent are Mexican-Americans; 35-40 percent are Black Americans; five percent are of other origin.

The Parents Advisory Committee was reported to us to be quite active. A booklet, written in both Spanish and English, prepared by Peggy Duncan provides information for the

p. 16 blank

parents on how they can help their children to succeed in school. The parents are encouraged to make school visitations. The booklet explains all the benefits available to their children through the California Migrant Program.

The aides in this district, as well as in all the districts we visited, are trained by the resource teacher, whose primary responsibility is to present in-service workshops to the aides. The resource teacher does not work directly with the children. The aides must pass brief tests before they are hired. They spend a month being prepared by the resource teacher to work with the children.

The El Centro District is applying for Bilingual Education funds; however, many of the parents are against this program. The Spanish speaking parents fear that their children will not learn English if Spanish is part of the curriculum. Another objection is that there is a high percentage of Black children whose language and reading problems would possibly be compounded with the addition of Spanish. The Bilingual Program would be offered to the children in this district on a voluntary basis. Parental consent would be required.

The first school we arrived at was Washington Elementary School which is comprised of grades K-6. It is a target school with pilot programs. An aide is available for every two teachers. This school has two reading labs and two oral language labs. In the latter, English as a Second Language is taught. Some of the aides work in the classroom with specific Migrant or Title I children, while other aides remain in the resource rooms and provide additional instruction to children who have been pulled out of their regular classrooms. There is no problem scheduling children to be taken out of classrooms. The classroom teachers appear to be quite accustomed to the arrangement.

At this time we were introduced to the Grace Ransom Reading Program. The entire school participates in the testing, which lasts one full morning and is given three times during the school year. The teachers designate the level at which each child is to be tested. If it is later discovered that a child was tested at the wrong level, he is retested the following week. From these tests individual profiles are made. The classroom teachers are then able to compile their own class profiles. In many classrooms I noticed the Grace Ransom group profiles on the wall. Each level is printed on a separate class sheet. Each child is listed on one of those sheets. The skills are coded. This enables the classroom teacher to order materials from the Ransom teacher which meet the exact needs of an individual or group of individuals in that particular classroom. The Ransom teacher's responsibility is to sort out the materials and make them available to the teachers. We visited Ransom rooms in many of the schools we visited. They contain an abundance of reading games, books, and activities. It seemed all the Ransom

rooms had the same materials. We were told that the program has taken two and one-half years to set up. People from the outside presented in-service workshops to the teachers and are still making frequent visits to the schools.

We walked through two oral language labs. Here we saw each aide working with 4-5 children. They were practicing English. One aide was using picture flashcards to elicit the response "does not have any" from the children. Each card presented a different situation in which the children could use that phrase. I was reminded of the children in Avondale who so often say "gots no." Another aide was asking the children about pictures which enabled them to practice using descriptive words in English. The children appeared relaxed and happy. They all participated in the oral exercises with enthusiasm.

In the afternoon, we visited John F. Kennedy Elementary School. We went to a very large open room which was divided into eight centers. There was a mixture of 5th and 6th graders who seemed to be working on individual assignments. One teacher was instructing one large group about first aid. We were told that the Grace Ransom Reading Program is being used in this school. The children are divided into language arts blocks.

The next stop was Central Union High School. We visited a reading room. There were no children present. The two aides and two teachers explained some aspects of their reading program. The children are grouped according to ability and special interests. An aide was correcting spelling tests. One child had missed almost all of the words. She explained that he had dyslexia. It was impossible for him to do better. I wondered why he was expected to take tests he could not possibly pass. However, she assured me that he does well on his other work.

II. Wednesday, April 21, 1976.

We spent the morning in the Calexico Unified School District. The population of Calexico is 13,000 people with 4,800 pupils enrolled in the schools. It shares a common border with Mexicali, Baja California, Mexico. Approximately 92 percent of the population are Mexican-Americans. The district operates four K-6 elementary schools, one K-3 elementary school, one junior high school, one high school, and one continuation high school.

We met Dr. Barela, Superintendent of the Calexico Unified School District. He gave us general information concerning the Migrant Program in the schools of that district. The children are not pulled out of the regular classes. There is individualized instruction in the classrooms. The Grace Ransom Reading Program is used. There are ten categorical programs which some of the migrants qualify for. The programs are consolidated. Good health services are available to all the children; the Migrant Program provides extended services for those who qualify. The junior and senior high schools are more dependent on migrant funds than the elementary schools. At one school there are as many aides as staff.

We proceeded to Rockwood Elementary School and met Ann Monge, Resource Teacher. She was very enthused about the CID Elementary Bilingual Program which is in its first year of operation in that district and involves two elementary schools. It is limited to the K-3 levels with one group of 28 pupils per grade. A total of 224 children participate. The children must be volunteered by their parents. Each group is directed by one bilingual teacher and a bilingual instructional aide. A resource teacher at each of the two schools coordinates the project.

Professors come in to observe this project as often as once a week, then meet with the individual teachers. The Open Court books for bilinguals are among the books being utilized. The children whose dominant language is Spanish learn the Spanish system of reading in the first grade and then the English system in the second grade; the children whose dominant language is English do just the opposite. There is one Black boy in the program who came in the fall to Calexico from Pennsylvania; since that time he has learned to speak "beautiful" Spanish! A CID test is used for norms. A review-preview method has been adopted. There is a great deal of in-service for both teachers and aides. The teachers help make decisions. The program appeared to be extremely well planned and carefully watched. Eventually this project will be extended over grades K-6.

We visited a classroom where Spanish dominant children were learning to read English. They were divided into separate reading groups. They had already learned to read Spanish and appeared to be doing well with the English books. One little boy was acting as a tutor to another little boy. They were quite interested in the story they were reading.

We hurried over to Calexico High School in order to hear and see the "Estudiantina" perform. They are a group of high school students who sing and play typically Latin instruments. They presented several Spanish numbers to us. I was very impressed. They were very entertaining, thoroughly enjoying their music. Many moved in rhythm to the beat of the songs. Many of us bought records of the group. They are famous throughout the United States; Calexico is extremely proud of this group. I felt our own young people in Avondale should have more opportunity to enjoy the music of Mexico.

After lunch we drove to the Heber Elementary School District. We passed fields of asparagus. The poor housing we saw in the area indicated that Heber is a depressed area. The school building appeared old and had obviously been added on to. I suppose I expected to see depressed teachers with too few materials; I was in for a pleasant surprise!

We met Fred Corona, Resource Teacher, who gave us information about Heber. The population is 95-97 percent Mexican-American. Due to a huge influx of industry, Heber experienced incredibly quick growth in population. The California Migrant Program provided the much needed portable classrooms. Of the 87 school employees, there are 22 aides and 37 teachers. Early Childhood Education is used as an enrichment program for grades K-4. There is a great deal of state funding in this district, since this is a low income area. The district hires on a reimbursement basis; then, it must live up to the service agreement. Parent involvement is encouraged. There is a parent advisory committee which meets regularly. There are 217 pupils in this district who have been identified as Migrants Class One and Class Two.

We visited an open classroom for fifth and sixth graders. The children are divided into blocks of 27-30 pupils. Two aides are available to all of these groups. No pupils were present due to parent-teacher conferences. The teacher we met is bilingual; her second language is Chinese. She puts emphasis on oral language development. She said she insists that the children do their lessons orally first. The written work is so much easier for them. She said that her class is half migrant. She was very enthused about her job and her students.

The attitude of teachers and aides seemed to be unusually good at this school. They all appeared to be quite proud of what they were doing – as they had every right to be. The Grace Ransom Reading Program is used extensively in this district. I visited a junior high science room which contained every type of science equipment imaginable for experiments.

The teacher told me that the students from Heber Junior High School tend to excel in science at the high school level due to the experimentation available to them at that school. It is so much more interesting and impressive for them to make their own discoveries, rather than read about them in books. I noticed a System 80 machine which a student can use independently to practice figuring math problems. It indicates whether an answer is right or wrong, but flashes only correct answers. The children in grades 1-3 are ungraded; instead, skills are checked off. The traditional ABC grading system is begun in the fourth grade.

Our last stop for the day was Loma Linda Dental Mobile Clinic in El Centro. Here we were able to see the excellent facilities made available to children in accordance with the California Migrant Program.

III. Thursday, April 22, 1976.

Our last day was spent in the Brawley Elementary School District. There are approximately 144 teachers in this district with 133 aides, of which 25 are migrant aides. They perform the duties of tutorial aides, but are assigned to specific teachers. The ethnic breakdown is 68 percent Mexican Americans, 30 percent Black Americans, and two percent other ethnic origin. We were told that many come here directly from Mexico and then migrate to other places in the U.S. Both Title I and Title II funds are available to the schools in this district. Early Childhood Education exists in two of the schools.

At Miguel Hidalgo Elementary School we met Alice Duarte, Resource Teacher. She took us on a tour of the school and provided us with an abundance of materials. She gave us copies of the Grace Ransom individual and class profiles at 19 different levels. Also, she provided me with a six-page list of materials and where they can be purchased. I plan to use this list in ordering materials for next year. Most of what we observed in this school was similar to what we had seen in the other schools. Children are pulled out of classes for English as a Second Language instruction. There is one aide per classroom, with a separate migrant aide for every three rooms. This school was preparing to give the Grace Ransom Reading Tests for the third and final time this year. The school has a parent volunteer program. The class load is approximately 25 children per teacher up to the sixth grade; there are 32 children per teacher at the sixth grade level.

In the afternoon we were entertained by small children in a bilingual classroom at Oakley Elementary School. The children performed the Mexican Hat Dance, a Hawaiian dance, and finally a Russian dance to the accompaniment of Mexican music.

CONCLUSION

I returned to Avondale very enthusiastic about my experiences in Imperial Valley. I plan to offer a more extensive program of in-service for the aides in Avondale next year. Mr. Brink is sending each one of us a booklet, used in the schools we visited, concerning the training of aides. I will make good use of it! I am convinced that bilingual education should exist in communities with a high percentage of Mexican Americans. However, I feel the project must be set up carefully and gradually extended, as in Calexico, in order to be successful. I plan to encourage our district to offer more Mexican oriented activities to our pupils. I want them to be as proud of their heritage as the Mexican American children we observed in Calexico.

FINAL REPORT ON THE 1975-1976

ARIZONA TO CALIFORNIA TOUR

OF MIGRANT PROGRAMS

Scott A. Mundell
Eloy Elementary District No. 11
P. O. Box 728
Eloy, Arizona

p. 22 blank

I wish to express my sincere thanks to the Arizona State Department of Education, and its Migrant Child Education Division, for the opportunity to participate in this Migrant Teacher Exchange. It proved to be one of the most valid single educational experiences I have ever participated in.

I wish to express special thanks to Donald J. Brink for the excellent assistance he rendered us during the tour. I wish to especially thank him for the calmness and patience he maintained under often adverse circumstances.

This tour was comprised of three basic components, which were: staff briefings, classroom and site visitations, and informal group discussions in a variety of settings. In all districts we visited we were given a briefing concerning the general characteristics of the district, by an administrator or some other knowledgable person. We were then taken on a tour of the relevant classrooms and other areas in the schools. These tours and briefings led to a great deal of after-hours discussion within our group, which in the end was perhaps the most valuable part of the tour. During the course of the tour we also visited two health facilities on a walk-through basis.

Monday, April 19, 1976

Monday was basically a travel day and, for this reason, no school site visitation took place. We were, however, given an introductory briefing by Mr. Hector Solis the Director of the Migrant Education Program for Region VI in which El Centro is located. This briefing was primarily concerned with the basic structure of California's Migrant Program.

In the course of the briefing we learned that California, unlike Arizona, is divided into several separately administered "Regions." Each of these regions has its own Director and a complete staff, under the Director's supervision. In addition to these regions, there is a complete staff group at the state level, with a State Director. As you can see, this gives California a much larger and more complex administrative structure than that under which the schools in Arizona operate.

Each region operates through its own fiscal agent, which in most cases is a county school superintendent's office. All funds appear to flow from the Federal level, through the state office, to the regional office, and from there through the fiscal agent to the schools themselves. Funding in California, as in Arizona, is based on written proposals.

Mr. Solis also explained the system used by California to classify its migrant students. California classifies its migrants as either Class One, Class Two, or Class Three Migrants. Class One, or interstate migrants, contains those students who travel with their parents or legal guardians in search of employment *across* state lines in a twelve-month period. Class Two Migrants are those who travel within California in search of employment, without crossing state lines. Class Three Migrants are basically the same as our own "Five Year Migrants." These classifications are important because the bulk of migrant services are provided to Class One and Class Two Migrants in California, with Class Three serviced only after the others have been taken care of. This system was very similar to our own.

We further learned that the Migrant Program in California is restricted to strictly supplementary activities. Local school districts are required to spend exactly the same amount of money on migrant students, exclusive of Migrant funds, as they spend on any other student in their district. Schools must also demonstrate a strict maintenance of effort.

7. 24 blank

During this briefing, and throughout the remainder of our tour, it became glaringly apparent that Migrant Education in California (and Education in general in that state) was funded at a much higher level than Arizona. One example of this is the fact that each Regional Office and its staff is funded at a much higher level than many of the district level migrant *projects* in Arizona.

Tuesday, April 20, 1976

On Tuesday our itinerary was restricted to the immediate vicinity of El Centro. Our tour included the Washington and Kennedy Elementary Schools in the El Centro Elementary School District and the Central Union High School.

Initially, we met Mr. Keith Thomas, the Assistant Director for Region VI, who was our guide for the remainder of our tour. Incidentally, Mr. Thomas was our only contact with the Regional Administration for the remainder of the tour as well.

Our first visit of the day was at the Washington Elementary School. Peggy Duncan, the Resource Teacher for the El Centro Elementary District, gave us a briefing concerning the general characteristics of the district before we actually visited any of the classrooms at the school. She informed us that the district serviced approximately 930 migrant children in its classrooms. We learned that the district consisted of nine elementary schools and the union high school.

A "resource" approach, on a supplementary basis, is used in this district with its migrant students. The majority of the migrant students are pulled out of their regular classrooms and into one of two language laboratories for work in the area of oral language development. Additionally, some students are serviced in their regular classrooms by a roving aide.

Ms. Duncan explained that her duties were basically administrative in nature. Her job was primarily involved with the in-service training of aides and teachers, and not with actual work with migrant children.

In addition to the tutorial aides who work with the children, a Community Aide was also assigned to Washington. Her duties consisted of parent contact work, student registration, and other duties mainly in the health and attendance areas.

After this briefing we were divided into small groups and were conducted on a tour of selected areas. During the tour, each group visited the two language labs, a regular classroom in which one of the tutorial aides was working, and the "Ransom Room."

In the two language labs, small group instruction was being conducted. Each lab contained a certified teacher in addition to the aide. Primary emphasis was placed on oral language development in these rooms. A wealth of instructional material of many kinds was available in both of these rooms.

In the regular classroom we visited, one of the other tutorial aides was working with a small group of students. The activity being conducted was apparently aimed at either reading improvement or oral language development.

Our entrance into these rooms tended to partially or completely disrupt whatever activity had been taking place before our visit. This occurred because the teachers and aides usually stopped their regular activity in order to converse with members of our group. This made it difficult to estimate the actual effectiveness of the instructional program.

The most interesting area we visited at Washington was the "Ransom Room." Ransom itself is a reading management system used throughout the district. Part of its funding is Federal in origin, and the remainder is state and local.

This program was developed by Dr. Grace Ransom and is apparently used in many of California's schools. Basically, the program itself is a series of over 200 separate performance/behavioral objectives in the area of reading, a series of pre- and post-tests to measure student proficiencies in relation to the objectives, and an excellent system for remediating those deficiencies diagnosed by the testing program.

Students in this program are tested in relation to the objectives three times a year. The results of these tests are then transmitted to the students' regular classroom teachers, who compile profiles for each student's needs in relation to the objectives.

After these profiles are completed or updated, the regular teacher oversees an instructional program for each student, which is designed to remediate those deficiencies diagnosed. In order to make this possible, each school has a "Ransom Room" and a "Ransom Teacher." This Ransom Teacher's sole responsibility is to collect/produce a variety of instructional materials which can be used to teach the concepts delineated by the objectives. These materials are then produced in quantity and filed systematically in the Ransom Room.

Periodically, each regular classroom teacher compiles a list of those objectives which his/her students will be working on during the coming week. This list is then sent to the Ransom Teacher, who compiles sufficient sets of instructional activities in the areas specified to accommodate all students needing that type of instruction. Whenever possible, activities in three learning modalities are included for each student for each objective. These are then put into packets and returned to the regular teachers for use in instruction of their students.

During the coming week, the correct activities are administered to each student to remediate that student's individual reading skill deficiencies. Periodically, all students are then tested for skill mastery with additional instruction being given in the same way until mastery is demonstrated.

Since, in our state, the major problem area with C.U.E.S. seems to be the post diagnosis remediation of deficient skills, this program caught my immediate attention. A system similar to this would seem to go a long way toward solving the problems with C.U.E.S. which I have heard stated by a large number of teachers and administrators. C.U.E.S. is an excellent system for skill diagnosis, but seems to lack, in many cases, any provision for remediation. This leaves the classroom teacher holding a very large and heavy bag.

Our next visit was at Kennedy Elementary School. This school housed grades K-8. Here we visited a team teaching room, an open classroom, and a "Migrant Study Room." Migrant aides were working in each of these areas. Four tutorial aides and one community aide were working with migrant children at this school. Two of these aides were stationed in the open classroom and one was stationed in each of the other areas.

The focus of interest in the "team" room was the reading program. Since this was an eighth grade room, they were not using the Ransom Program, but had developed an eclectic program of their own. Their program also included skills testing of each student.

When we entered the room, a large group instruction in social studies was being conducted by one of the teachers, so we were not able to see the reading program in operation. One of the teachers did explain the program to us, however. I was amazed by the wealth of instructional materials that were available to them. One excellent material which I examined was the "Mainstream" tape program by Bell and Howell. There were also several excellent kits from Merrill.

During our stay we also observed the room's aide working with individual students to clarify a set of instructions. It was not readily evident whether these were migrant students or not.

We next visited the open classroom. Unfortunately, we entered only a few moments before the students left. In this room there were two migrant aides working with small groups of students. The large open room housed both fifth and sixth grade students, as well as four teachers, and two migrant aides.

Due to a lack of time, we only had time to skim through the Migrant Study Room. Here we observed an aide working with a small group.

Our next visit was to Central Union High School. Due to the fact that it was late in the day, most of the students and teachers had already left for the day. We were told that the school employed a "Migrant Counselor" who counseled migrant students, attempted to keep them from dropping out of school, and sought to find them part-time jobs including work-study jobs.

We also visited the school's Reading Center where an instructor and aides attempt to improve migrant students' reading skills. This room was also not in use; but most of the instructional materials seemed to be primarily geared to teaching reading in the context of the content areas.

This was our last visitation for the day. We then returned to the hotel where a brief meeting to discuss the day ended our planned activities.

Wednesday, April 21, 1976

Our itinerary for Wednesday included the Calexico Unified School District, the Heber Elementary School District, and the Loma Linda Dental Mobile Clinic in El Centro. Before beginning our visits we were introduced to the Superintendent of the Calexico Unified School District.

Two interesting facts that emerged from this meeting were the fact that the district had in progress ten different categorical programs, and the fact that no pull-out program was used in this district. The number of different programs was (at least to me) very interesting. I also found the fact interesting that all supplementary services are carried to the regular classroom.

At Rockwood Elementary, our first stop, we received a briefing similar in content to those we had previously received. The Migrant Program in the district was described; however, the primary emphasis of the briefing concerned the bilingual program.

The bilingual program is currently in the process of implementation and expansion in this district. It is designed in such a way that students are exposed to alternating experiences of monolingual Spanish and monolingual English instruction. This is done by having sets of paired classrooms. In one classroom of each set, all instruction is in Spanish; and in the other, only English is used. Students are then exposed to both types in alternation as they progress through the grades.

The goal of this program is to develop functional literacy in both languages. The program contains students who are Spanish primary, English primary, and those who have no dominance. Students begin in one phase (Spanish or English) or the other on the basis of a testing program. While in either component *all* instruction including reading is done in that component's primary language; opportunity is also given during the day for the students to utilize the other language. For instance, social studies is taught in alternate two-week units.

At this school we visited one classroom and the Bilingual Office. The classroom was being conducted in Spanish only. The children were apparently English dominant. In the Bilingual Room, a discussion was held and questions were answered.

Our next stop was at Calexico High School where we had the pleasure of attending a performance by the "Estudiantina 'El Cid'." This is a nationally famous bicultural music group funded under Title VIII. The group performed in both English and Spanish.

After lunch we traveled to the Heber Elementary School District. This district was on "Minimum Day" for parent conferences, so we were able to observe only the plant and to talk to some of the teachers.

The most notable characteristics of this district were its physical plant and its wealth of material and equipment. Fred Corona, the district's resource teacher, gave us a briefing and conducted our tour.

This district had a high percentage of migrant students and was additionally classified as a low income area. The district's Migrant Program was funded on the basis of a service agreement with the region.

All of the school's facilities seemed to be very new and all were set up on the open concept. Each group of grade levels had its own pod with an attached media center.

The Migrant Program in this district consisted of nine tutorial aides, two community aides, and one resource teacher. All aides apparently worked in regular classrooms.

In spite of the fact that the school was built for open concept teaching, all areas had been divided up and most of the teachers were teaching in a departmentalized or self-contained mode. It was stated that they were evolving to the open mode.

The media centers here really amazed me. Each was beautifully equipped and stocked. For instance, one of them had three walls of study modules. One of these banks had math drill calculators in each module while another had a sight and sound viewer in each. What was most interesting to me was that most of the funds to equip and maintain these centers had come through one of the Titles. At least that was the statement made by Mr. Corona.

Our last visit for the day was at the Loma Linda Mobile Clinic. This was a mobile dental trailer. All regular dental services with the exception of some major types were performed here. It was stated that the Migrant Program contracted services for a flat fee of $50 per child treated. It was stated that all migrant students could receive this service at no charge.

Thursday, April 22, 1976

On Thursday, which turned out to be our last day of formal activity, we toured the Brawley Elementary School District and visited the Clinica de Salubridad de Campesinos. Our tour was begun by a meeting with the Superintendent of the Brawley School District. He in turn introduced us to Alice Duarte, who did an excellent job of conducting the rest of our tour.

In Brawley, we visited a large number of classrooms which were involved in some way with the Migrant Program. These were mainly self-contained rooms at a variety of grade levels; but we did visit two ESL rooms.

Brawley placed all except its community aides in the regular classroom. These aides then work with migrant students in all areas of the curriculum, as needed. Additionally, one aide is also assigned to each of the ESL rooms.

Each of the ESL rooms we visited contained one certificated ESL teacher and an aide. Basic emphasis in these rooms was on language development, through the use of small group and individual instruction.

In the various self-contained rooms we visited, the aides were working with small groups of students in a variety of subject areas. The techniques that they were using were the same as those now used by most teachers in Arizona when working with the same type of children.

In Brawley, as in all of the other districts we visited, the chief difference between their schools and classrooms and most classrooms in Arizona was the almost unbelievable wealth of instructional materials and equipment. All of this was of the same basic type as is found in Arizona's schools; there was just a great deal more of it.

Brawley, like most of the other districts we visited, was using the Ransom Reading Program. In addition to this, they were using the Clovis Math Program. The Clovis program was exactly the same as the Ransom program in all of its operational features; the only difference being that its objectives covered the complete range of math skills. The materials for instruction, after testing, for this program were stored in and disseminated from the Ransom Room. Apparently the operational techniques for both programs were the same. All teachers that I questioned about these programs rated them as being very effective.

Our final visit for the day was a quick walk-through tour of the Clinica de Salubridad de Campesinos. This was a community clinic that offered a complete range of medical and dental services. Its main importance to us was that migrant students were treated here for a flat fee of $50 per patient. Most of the services rendered were apparently dental.

Friday, April 23, 1976

Originally, a meeting to review our visit with Mr. Solis was scheduled for Friday. He, however, cancelled this and so no activity except travel back to Arizona occurred on this day.

Summary

I have attempted to stress those things that I found to be most interesting and important in the body of this report. I will review only a few of the most important points in the summary.

Basically, I found the instructional staffs in California to be very similar in almost all aspects to those found in Arizona. Except for the use of some very specific types of materials, the ways that they worked with children and their instructional formats were identical to those of Arizona teachers. I saw no really new or revolutionary instructional formats.

The main difference between our schools and the schools we visited were in the areas of instructional materials, equipment, programs, and facilities. These differences I found to be very interesting.

The California schools generally seemed to possess much better facilities than the average school in Arizona. Classrooms appeared to be larger and better equipped with shelves, sinks, etc.

The average classroom we visited also had a greater variety and quantity of instructional materials than an average Arizona classroom. Their rooms had an amazing variety of instructional kits, games, equipment, manipulatives, and so on. All rooms we visited were also well stocked with a variety of audiovisual equipment. I saw many pieces of equipment in the regular classrooms which I have only seen in specialty rooms in Arizona.

California had two specific instructional programs which I found to be outstanding. These were the Ransom Reading Program and the Clovis Math Program. Neither of these programs were that different from Arizona's C.U.E.S., but the facilities and materials available for use in implementing these programs were outstanding. I believe that if this type of support program were provided for the C.U.E.S., we would have no trouble at all implementing them.

Another thing that I found interesting about the California schools was the large number of Federal programs the schools we visited were participating in. Each of the districts we visited was involved in multiple categorical programs, many more than in most Arizona districts. For example, El Centro listed at least nine different types of programs; Calexico and Brawley each had at least ten. These programs were meeting a wide variety of needs and were funded under a variety of Titles. The number of different programs I saw there led me to wonder whether most Arizona schools were taking full advantage of the assistance available to them.

Basically, all of the above differences can be summed up by one word – MONEY. The California schools had much larger budgets than Arizona's schools. This is simply because they receive much better funding both at the state level and also the Federal level. I firmly believe that given the same monies to work with the migrant students, Arizona could meet or exceed the programming we saw.

General Evaluation and Recommendations

I found this to be a very valid and worthwhile educational experience. I feel that, if nothing else, it has caused me to examine our own programs much more closely and to think much more deeply about the education of migrant children.

Although the organization on the part of Region VI of the California Migrant Program left something to be desired, Mr. Thomas' kind assistance more than compensated for the poor planning on the part of the Director. The Arizona end of the planning was very well taken care of. All teachers and administrators in California were also most helpful.

One thing that did disturb me was the fact that we never really had a chance to acquire a true feel for any of the programs we observed. This was mainly because our itinerary was so full and our time so limited. I have found that to really understand a program, you need to take some time to work with it. The same is true for a classroom or a school district.

I feel that we might have gained a much better understanding of the California program if we had been allowed (perhaps a day) to team with one of the local administrators or teachers. If we had been able to go through a day *in* the program, I think that it might have considerably increased our usable knowledge and understanding of this program. This might be something to consider for next year.

REPORT ON CALIFORNIA VISIT OF MIGRANT PROGRAMS

April 19, 1976 to April 23, 1976

Jessie Y. Estrada
Buckeye Elementary School
210 South Sixth Street
Buckeye, Arizona

We were welcomed by Mr. Hector Solis, Regional Director of Region VI, one of California's seven regions. We visited Region VI. It covers two counties. The schools we visited were in El Centro, Heber, Brawley, and Calexico. We observed classes in grades from kindergarten through high school. Mr. Solis explained that there were approximately 3,000 migrant children in Classes One and Two combined. Class One migrant children have parents who do agricultural work and migrate from another state. Class Two migrant children's parents do agricultural work and move within the state. Class Three migrant children's parents do not move within 12 months in agricultural work. Class Four are fishermen's children who migrate into the state. Class Five are fishermen's children who move within the state. Class Six are fishermen's children who are former intrastate.

El Centro is in Imperial County and is centrally located for easy accessability to all the school districts we visited. The population in El Centro is approximately 21,000; and it is an agricultural community. They plant three to four crops a year on the same land. Some of the major crops are: cotton, cauliflower, carrots, melons, sugarbeets, winter greens, and lettuce.

Of the migrant children in Region VI, at least 95 percent are Spanish speaking. One bilingual migrant aide is hired for every 20-25 migrant children. In addition, each district hires two bilingual community aides. These aides are tested and screened in reading and mathematics before they are hired. They are paid at least the minimum of $2.30 per hour. All aides are evaluated at least once a year, and in some districts twice a year. They are encouraged to take in-service workshops or attend specific classes in the junior colleges. Continuation of employment of the aides is contingent upon their interest in development and growth and on-the-job training.

All the aides are very well trained and knowledgeable in their jobs. The Resource Teachers are in charge of the Resource Room and the migrant aides. A Resource Teacher is certified and has teaching experience. The Resource Teacher places the migrant aides where they are needed and is also in charge of the distribution of instructional materials to teachers. All visual aids are in the Resource Room and teachers put in orders for what they need. All dittos used in reading and mathematics are run by aides in the Resource Room for individual teacher's use.

The Ransom Reading Program (which all districts are using) is catalogued in the Resource Room in manila envelopes with code numbers for each reading skill needed. The teachers write the code for which the individual child needs reading remediation and orders it from the Resource Teacher with the number of copies needed.

In the El Centro District the Resource Teacher puts the orders in a little red wagon and sends an aide to deliver them to teachers. Not only was it cute, but it served the purpose of making deliveries easier.

The Resource Room has all materials centralized in one location which allows for better utilization of materials by all teachers. Its easy accessability makes it possible for a constant turnover in the use of all materials.

The Ransom Reading Program tests and evaluates the student's growth in reading and checks the skills in which the student needs reading remediation. Each classroom has a bulletin board with a Ransom Reading Chart. As the student learns a skill, a square by his name indicating the skill is filled in. The teacher and student know exactly how the student is progressing in reading. The coding system keeps it confidential. This program also fulfills the state law of teachers' accountability in reading.

p. 34 blank

There were fifteen of us visitors and at every district we were met by the Resource Teacher and two migrant aides. They divided us into groups of five and gave each group a tour of their district, observing classrooms from kindergarten through high school. We observed classrooms in session in self-contained rooms, open classrooms, team teaching rooms, and bilingual teaching rooms. In these classrooms the migrant aides either had a designated area in the room to work with the migrant students or they utilized the pull-out system. In the pull-out system the migrant students leave the homeroom with an aide to study in another room for only thirty to forty-five minutes at a time, and not more than two hours a day. All the aides are well orientated in their duties and keep a log of the time they spend with each student. They do not interrupt the teacher at any time and there is no commotion when they work with the migrant student. They are doing a superb, fantastic job.

The total instructional atmosphere in all the districts was calm, with excellent disciplinary control and the children and teachers appeared to be working happily, cheerfully, and in harmony. This was evident in every classroom we visited.

The administration in all the districts was very cordial, polite, and informative. The majority of administrators were Mexican-American and bilingual. The secretarial help was also Mexican American and bilingual. Since the population is approximately 95 percent Mexican American, this helps in communicating with the parents with the help of the community aides as liaisons between school and home.

Mr. Keith Thomas from the Regional office was our guide and drove us to the different districts. Peggy Duncan, El Centro Resource Teacher, gave us an introduction to the Resource Room and the Ransom Reading Program. Ann Monge, Resource Teacher at the Calexico Unified School District, briefed us on the Bilingual Program in Calexico. The program works closely with the migrant program. In some areas it overlaps. The Calexico schools are target pilot schools funded with Federal funds for Bilingual and Migrant Education. Only bilingual teachers interested in bilingual education teach in the program. Children must have parental consent to be in the program. The children are tested to see if they are more Spanish- or English-speaking, or equal in both. They are then placed according to their language skills.

In Calexico, we were fortunate to be entertained by the high school musical group "Estudiantina." Their music is delightful to listen to. They are the pride of their school, and rightly acclaimed because the students in the group are picked and they have to have a certain number of musical classes before they can join the group. The group is half made up by girls and half by boys. They have performed in Washington, D.C., and New York. The instruments used are: guitars, maracas, mandolins, a string bass, castanets, and tambourines.

Fred Corona, Heber Elementary Resource Teacher, gave us a tour of their new junior high school. Their science, home economics, and industrial arts departments are the pride of the school. It is a beautiful and well planned school.

Alice Duarte, Brawley Elementary Resource Teacher, gave us a tour of her district, and we were entertained by third graders. They danced a Mexican Dance, Hawaiian Dance, and Russian Dance to Mexican music. Their performance was greatly enjoyed by all. The children organized the room for the dances, put on their costumes, and performed well. Each child was well prepared for his part and the aides and teacher helped where needed. The performance only took approximately twenty minutes.

I was amazed at the organization of the classrooms and their neat housekeeping. All of the learning centers were well kept and the children moved quietly from one center to another. All of the rooms had beautiful bulletin boards and a very cheerful atmosphere. There was a high interest to learn in all the classrooms we observed.

I was very pleased to see that oral language is given high priority in every classroom. I feel that oral language is basic to learning.

There is no summer migrant school because the majority of the migrant children leave with their parents during the summer months to work on crops in other areas where the weather is cooler.

I saw and learned much while on our visit to California, and I was very much impressed by the schools and their migrant programs.

1976 ON-SITE OBSERVATION

MIGRANT EDUCATION

REGION VI

IMPERIAL COUNTY, CALIFORNIA

Ginger Harkin
O. C. Johnson School
12th Street & 12th Avenue
Yuma, Arizona

p. 38 blank

The 1976 On-Site Observation Tour was conducted in and around El Centro, California in Region VI of the California Migrant Education Program. Region VI includes Imperial and San Diego Counties, with El Centro as the regional office.

As a coordinating teacher, I was particularly interested in observing other migrant programs since our school district had only this fall initiated a program of our own. The opportunity to learn such things as the organization of the various programs, the type of instruction the aides give and the training they receive, the classroom environment, and the materials used in instruction was invaluable to me.

Mr. Keith Thomas, the coordinator for instructional services, escorted us each day as we visited the school districts. He was very successful in making us feel welcome and in keeping us informed as to any aspect of migrant education. The resource and classroom teachers, aides, superintendents, principals, and project coordinators were equally gracious and helpful.

During our stay we visited the migrant programs of the Brawley, Calexico, El Centro, and Heber School Districts. We also toured two dental and health clinics.

Before describing the schools in the different districts, I would like to point out that similarities exist in all the migrant programs. In general, each school serves only Class One (Interstate) and Class Two (Intrastate) migrant students. Each school has a resource room staffed by a resource teacher, instructional aides, and community aides. Parental involvement is encouraged through membership in a Parent Advisory Committee.

El Centro School District

The El Centro School District has approximately 550 migrant students distributed throughout seven elementary schools, two junior high schools, and one high school. The migrant program has been in existence in the district for nine years. Other programs offered in the district include English as a Second Language (ESL), Early Childhood Education (E.C.E.), Title I, and Mentally Gifted Minors (MGM).

The first school we visited was *Washington Elementary School* (K-6). The school has three instructional aides and one community aide. Two of the instructional aides pull out students from the classroom to work in the Oral Language Labs. The remaining aide is assigned to classrooms, and the time spent in the classrooms depends on the number of students needing help. Most of the lessons are set up on an individualized basis. The H-200 Series and the Grace Ransom Reading Management System is utilized as a supplement to the Scott-Foresman Reading Program.

p. 40 blank

The Oral Language Labs we observed are well equipped with materials, although both the primary and upper grades have to share the same classroom. Language Masters, headsets, cassette tape recorders and Singer Audio Studymates are being used. I observed several bulletin boards displaying information on the Mexican culture.

The sixth grade math class we visited was a self-contained classroom. Of the 29 students in the class, six are migrants, and an instructional aide works with the six students for 1½ hours each day.

The *Kennedy Elementary School* (5-8) is a newer school and has several kinds of classrooms; i.e., open, semi-open, and self-contained. The migrant program is both a pull-out system and a tutorial system, having four instructional aides and one community aide. If students are taken from the classroom for special help, they are sent to the Migrant Study Room in groups of five students or less. Instruction with the aide is for a period of 45 minutes. Oral English lessons are usually taught in these groups, and the McGraw-Hill *Let's Speak English Program* is used.

The open classroom we observed contains 130 fifth and sixth graders. Four teachers team teach with the assistance of two migrant aides. When lessons are not given as a lecture, students are grouped around centers. Located to the side of the large room are smaller conference rooms where students may receive individual attention, or they may use the rooms for quiet reading.

The seventh and eighth grade combination classroom that we saw is partially divided into two rooms by a wall. Some team teaching is carried out in the subject areas of reading, language arts, and social studies. The instructional aide works with her migrant students within the classroom. Available to the migrant students is a television for viewing educational programs and special events.

Central Union High School was the third school we toured in the district. It is a combination of old buildings and newer, recent additions. The two classrooms we observed were the beginning ESL room and the Reading Lab.

The beginning ESL room has one aide assigned to it on a full time basis. Fifty percent of the students in the class are migrants and have recently come to the United States from Mexico.

The Reading Lab is a large room that can seat 40 students during one class period. Two migrant aides are assigned to the room at all times, as many of the students having reading difficulties are migrants. The goal of the reading program is for the student to gain one year of reading experience for nine months of instruction. Students are placed one year below their reading level at the start of the program so that immediate success can be achieved.

The contrasts between the two rooms are very noticeable. The ESL room has very few visual aids and no bulletin boards. The only audiovisual equipment is headsets suspended from the ceiling and a tape recorder in the corner of the room. The Reading Lab, however, is filled with shelves of library books, magazines, and many different basal texts. The room is divided into several learning centers with such audiovisual equipment as Singer Audio Studymates, Psychotechnic Radio Reading Series, cassette tape recorders, filmstrip projectors, and record players.

The 290 migrants at the high school are served by seven instructional aides, one community aide, and a migrant advisor. The advisor is responsible for keeping students in school by providing paying jobs for students after school, or by giving students academic credit for doing jobs around the school.

Calexico Unified School District

Calexico has approximately 1,200 migrant students; 30 percent of the students in the district are migrants. The migrant program has been in the district for eight years and exists in all five elementary schools, one junior high school, and one high school. Unlike the other districts we visited, the migrants are not as mobile in this district. Eighty percent of the students remain in the schools during the year.

The instructional aides work with the students in the classroom as there is no pull-out system.

Migrant students can also be served by several categorical programs in the district. These include Title I, Title VII, English as a Second Language, Spanish as a Second Language, and Early Childhood Education.

The *Rockwood Elementary School* (K-6) we visited is heavily involved in a voluntary bilingual education program for grades K-3. Because many migrants are enrolled in the program, we were interested in learning more about the program.

The goals of bilingual education in the school are to develop oral language fluency in both Spanish and English and to teach basic learning concepts in both languages.

In order to determine the language dominance of a child entering the program, the Bilingual Syntax Measure is given. The students are grouped according to their language dominance only in reading and language arts. Other subject areas are mixed dominance.

All the teachers are bilingual, but the languages are kept separate and the teachers will consistently use either English or Spanish. To explain further, a child will receive instruction in Spanish for a week with the Spanish model teacher and will then receive instruction in English for a week with the English model teacher.

Those migrant children in the bilingual program are not seen by the migrant aides.

The classroom we visited was an ungraded second and third grade combination. The students were learning Spanish the week we visited. The students were practicing for a "Cinco de Mayo" program by singing songs. The desks are arranged in table groupings. A film projector, filmstrip projector, tape recorder, and a set of headsets are available for student use.

A highlight of the day's activities was a visit to *Calexico High School* to listen to a performance of the "Estudiantina 'El Cid'," a student choral group. Their singing was excellent, but the performance was even more unique because each student accompanied himself on a musical instrument. What a talented group!

Heber Elementary School District

The Heber Elementary School District consists of a complex of schools, grades K-3, 4 and 5, and 6-8. Of the 715 students enrolled, 217 are migrants. The school has only recently been completed and features fully carpeted and well equipped open classrooms, a multi-purpose room, a library media center, and a K-3 center. All the rooms have an abundance of audiovisual machines and aids. I was especially impressed by the equipment in the industrial arts and home economics rooms.

Other programs available to t[illegible] migrant students are Early Childhood Education (K-4), SP 90 (a state funded program set up to help disadvantaged children), Educationally Handicapped (EH), Educable Mentally Retarded (EMR), and English as a Second Language.

The primary grades we observed are basically ungraded, and the majority of instruction is given through team teaching in an open classroom setting. However, there are two self-contained classrooms of first and second graders and second and third graders.

If a primary student should need special attention in a subject area, the teacher can send that student to the Media Center to receive an individualized program from the resource teacher.

The Primary Media Center is well supplied with such materials as the System 80 (a programmed learning system complete with records, headsets, and slides), movie projectors, cassette tape players, electric typewriters, and filmstrip projectors. The teacher may either send students to the center to receive help, or the teacher may check out equipment and materials. Also available to students and teachers is a research and reading library.

Most of the instruction given in the intermediate grades is through team teaching, although the individual teacher can decide whether to team teach or keep her classroom herself.

The junior high school grade level is departmentalized. The students and teachers have access to an impressive library media center equipped with math digitors, study carrels, super 8 video tapes, filmloop players, and audio studymates.

Brawley Elementary School District

The Brawley Elementary School District consists of five schools, grades K-8, and has an enrollment of 3,550 students. Of these students, 415 are migrants.

Serving the migrant students in the district are 20 instructional aides, two community aides, and one health aide. The aides are paid by the county in contrast to El Centro and Calexico. There the aides are district hired.

The aides meet with their students in the classroom and work closely with the resource and classroom teacher on the type of instruction given to the student. The number of migrant students in a classroom determines the amount of time the aide spends with the students.

In addition to the migrant program, the SP 90, Early Childhood Education, English as a Second Language, Title I, and Title II programs can aid qualified students having special difficulties.

The *Miguel Hidalgo Elementary School* (K-6) and the *Oakley Elementary School* (K-6) were the two schools we toured in Brawley. Both schools are older schools, having conventional, small classrooms with desks arranged in rows.

The highest concentration of migrants is enrolled at the *Miguel Hidalgo School*. In the primary classes 21 percent, or approximately five of the students in each class, are migrants. In the upper grades, 33 percent, or approximately ten students, are migrants in each class. Because of this heavy concentration of migrant students, an instructional aide works with students in each classroom much of the day.

The ESL room we toured is arranged somewhat differently than the conventional classrooms already mentioned. The students study at centers, and the emphasis on learning is developed around a bilingual and bicultural program. The many displays and bulletin boards are evidence of this.

Loma Linda Dental Mobil Clinic

All districts we visited have excellent health programs for testing and taking care of vision, hearing, and dental problems at no cost to the migrant family.

The Loma Linda Dental Clinic is located in El Centro and is available to migrant students two days a week. At least ten students are seen each week.

The mobile clinic is staffed by two dentists, two dental hygienists, and four senior dental students from the Loma Linda University. The services they provide include filling teeth, extractions, cleaning teeth, and patient dental education.

Clinica de Salubridad de Campesinos

The Clinica de Salubridad de Campesinos is located in Brawley and serves as both a dental and health clinic. In certain emergency situations the families of migrant students can be seen by the doctors and dentists there.

The dental services provided are similar to the ones provided by the Loma Linda Clinic. The making of partial plates is an added service.

The health clinic, a building adjoining the dental clinic, is maintained for out-patient care. Nutrition and general hygiene information is also available upon request.

In concluding my report of our on-site observations, I must say that I regret we were not able to spend more time in each school district. There was just too much information to be shared! I cannot help but feel, however, that the short week touring the schools was beneficial to everyone involved.

REPORT FOR MIGRANT VISIT TO

EL CENTRO, CALIFORNIA

Ray Gary
Willcox Unified School District
240 North Bisbee
Willcox, Arizona

p. 46 blank

As a part of the out-of-state visitation, each participant is allowed to share his experiences in written form with those who were unable to go. In this report I shall try to give a completely honest and personal evaluation of the things I both saw and did.

From the beginning, Mr. Don Brink was a kind and generous leader. He deserves all the praise that I, as well as the others, have given him in this report.

Upon arriving Monday afternoon, we were met by the Regional Director, Mr. Hector Solis. He was cordial, a bit cautious, and a little unsure of what we wanted and how best to help us. It seems that there had not been as much help or communication as one would expect from the upper echelon personnel in the Capitol. He was wise enough, however, to assign Mr. Keith Thomas to serve us. He did a job that would be hard to surpass. He served as our director and host on the daily visits and as our friend and guide in the evenings, using his personal car and time on Tuesday, Wednesday, and Thursday. We owe a debt of gratitude to Mr. Thomas for having made our trip a successful one.

Our itinerary called for us to visit schools in El Centro, Calexico, Heber, and Brawley, as well as a mobile dental clinic and a health clinic – and all in three days. At each location, a person was there to coordinate our classroom visitation and answer questions.

The following is a day-by-day summary of our visitation.

TUESDAY

We met Mr. Thomas and the young lady who was our hostess for the schools in El Centro early on Tuesday. Our first stop was at the Washington Elementary School. A rather large school, the facility has grades K through 6. A large majority of the migrant students are Mexican Americans.

Most of the extra help is given in a "pull-out" system in which the student is pulled out of the regular classroom and given special attention, usually in a corner of the same room. We visited one classroom of older children and two ESL classrooms. The ESL classrooms were small, but very well organized, and seemed to be doing excellent work. We were also allowed to visit the Reading Center for a few minutes. There we saw, for the first time, the Grace Ransom Reading Program that we were to see often in the next few days. It was working well for the teachers and the students at the Washington Elementary School.

The next stop was the John F. Kennedy School. We visited with three of the aides and observed them at work with the students. The first was working with several students in an office apart from the classroom buildings. She was working as a special tutor in the areas where the children were needing help. We next visited an open classroom of middle grade children. Mrs. Carrillo was the aide there and was doing the best job of helping the teacher that I witnessed in California. She is one of those rare individuals that has a special talent with children. We then visited an upper grade combination room where two teachers, one student teacher, and two aides were working with a very large group of children. Only one of the aides was migrant. Her job was to give the migrant children the special help they needed, during the class period.

p. 48 blank.

The last visit of the day took us to the Central Union High School. The plant was very impressive. We had the opportunity to visit only two classrooms. The first was a Math class where a very capable young man, Mr. Enrique Cervantes, was assigned to give special help in math to the several migrant students that were in the classroom through the day. We then went to the Reading Lab. It was closed for the day. All of the migrant people had already left, and there were no students in the room. Therefore, we looked the room over and talked with three reading teachers about their overall program. They have four centers, beginning with non-readers and ending with ninth grade reading level. They had what seemed to be a well developed program.

WEDNESDAY

Wednesday we drove to Calexico, a town about 10 miles to the south of El Centro, on the border of Mexico. We were first greeted by the local superintendent, and then escorted to the schools. We went first to the Rockwood Elementary School. There we met two ladies in charge of the Migrant and Bilingual Programs. We visited several classrooms. Most of the activities were pretty much the kind of things that we had seen the day before. There were some differences in the area of Bilingual Education. After visiting in a bilingual classroom, we met with the coordinator and asked how the program worked. We were informed that while the program was not Migrant, it is a very important companion to the Migrant Program due to the large number of bilingual students enrolled there.

We left the elementary school and sat in on a special musical feast performed by the Calexico High School students. They are as good as any I have ever heard. This program was not Migrant, but very enjoyable.

From Calexico, we traveled to Heber, a school in the middle of a farming community. It was a large, sprawling plant. Mr. Corona gave us a warm welcome before we began a rather long tour. There were no children in the school – it was parent conference day. The teachers were nice, but since we could not observe, we really learned very little. We did see a marvelous Media center, well located and well stocked, as well as seeing again the Grace Ransom Reading Program.

The most impressive part of the tour was the kindergarten teachers and aides. While there is no official bilingual program at Heber, these aides were in fact teaching bilingually, and apparently very successfully. There were several open rooms, working successfully in varying degrees.

Upon leaving Heber, we drove to El Centro for a walk-through in the Loma Linda Dental Mobile Clinic, a large mobile dental clinic staffed by senior dental students and interns. The Migrant Program pays $50 per student for visits to the clinic, regardless of how much or how little work is done.

THURSDAY

On Thursday, we arose early and again left El Centro. We drove to Brawley, about 16 miles north. We were received by Mr. Weber, the superintendent. Mr. Weber was most helpful. He gave us a lot of information regarding school population, state and Federal programs in the district, the ways in which the Migrant Program works, and some suggestions for hiring and training migrant teacher aides. One very good suggestion was to give an Adult Test of Basic Skills to each prospective employee.

We visited two elementary schools. First the Miguel Hidalgo, where the aides move from class to class, giving special help to the students on a daily and regular basis; and then to the Oakley Elementary School, where we saw only two classrooms. One was a very nicely decorated ESL room with two children working on mimeo sheets. The other was a bilingual room where the students were practicing their dances for an upcoming program.

FRIDAY

We were scheduled to have a closing session Friday morning with Mr. Solis. It seems that his schedule was very full that day, and he asked that we not come. I was very disappointed. However, Mr. Thomas did answer most of our questions.

My overall impressions were, first of all, that we must have come at a bad time for the administrative office; that Mr. Thomas, the superintendents, principals, and school personnel were very helpful and friendly. However, the following are things I hope to investigate more carefully and incorporate or improve upon:

1. Testing for prospective aides
2. Better preservice and in-service training
3. A better ESL program
4. A better overall reading program
5. The use of community aides and home visitation

If one may be a little critical, it seemed to me that schools needed:

1. Better communication between the schools and the migrant administration
2. More culture of the various ethnic groups within the classrooms
3. More bilingual teachers

I would suggest that future trips be planned so that the visitors have more time in the classrooms and spend less time running from school to school.

I am grateful for having had the opportunity to make the trip and felt it was a worthwhile learning experience.

REPORT ON THE TEACHER EXCHANGE

IN

EL CENTRO, CALIFORNIA

Rita Fisher
Tolleson Union High School
9419 West Van Buren
Tolleson, Arizona

Our teacher exchange to El Centro, California to observe their migrant program was quite enjoyable and very informative. Although many facets of their program are similar to ours, they did have various programs not offered in Arizona.

Primarily, California is broken into seven regions with a director for each region in addition to the State Department itself. Our state only has three officials at the Department of Education who monitor our schools, and has no regional directors. Their classification system of migrants is similar to ours, except they have three additional classes. They, like our state, have Class One, Two and Three Migrants (intrastate, interstate, and former migrants [five-year]) dealing with agricultural activity. In addition to these three classes, they have three more – Classes Four, Five, and Six – regarding the fishing activity. Instead of certified migrant tutors, such as I, California utilizes classified instructional aides directly in the classroom. They are allowed one aide for every twenty migrant students. Their program has a resource teacher for every district who acts as supervisor over the instructional aides, community aides, and as district coordinator for migrant materials. This position does not deal with students directly, but only with supervision of the personnel and with coordinating materials. As above mentioned, they have community aides who record all the information concerning the students, keep the records, take the students to the dentist or eye doctor, and make home visits. This one position is split into two at Tolleson. We have a record-transfer clerk who maintains the records, and a family services coordinator who makes home visitations. In California, their main concern is with the Class One, Two, Four, and Five migrants, since these are the active migrants. This procedure is the same in our state.

Our work consisted of touring each day one or more schools in one or two districts. Our agenda was as follows.

April 19, 1976

On Monday, we arrived in Imperial, outside El Centro, at about 1:15 p.m. We were met by Mr. Hector Solis, the Region Six Director of the Migrant Program. From there, we went to the Holiday Inn in El Centro to check in. We also had a short introductory meeting with Mr. Solis, who told us a little about how the program was run in California. The rest of the day was spent relaxing since we had nothing planned for us that day.

April 20, 1976

Mr. Keith Thomas met us at the hotel and was our very gracious and hospitable guide for the rest of the week. Our first stop was at Washington Elementary School. We were told that it was a target school which had an Early Childhood Program for kindergarten through third grade. It started out to be for preschoolers; but isn't now, because of facilities. We toured their English as a Second Language rooms and a sixth grade room. They used a pull-out system in the ESL classes for tutoring the children for 45 minutes each day. The ESL classes worked on oral language development first, then the written language. All the aides were bilingual. Some of the materials used were the Scott-Foresman Program, English Step by Step, and the Grace Ransom Program for reading. I saw a lot of cassettes and headphones being used.

In addition to the Early Childhood Program, Washington Elementary had programs such as the Mentally Gifted Minors Program and a bilingual-bicultural program. We were given a

p. 54 blank

letter in Spanish that is sent to the parents of these students to inform them about the programs and services available. This is similar to the letter we at Tolleson High School send to the parents of our students. They also had a Parent Advisory Committee such as ours; but they seemed to utilize parent volunteers in the classes as well.

Next we went to Kennedy Elementary School, which is in the same district as Washington Elementary School. There, they had a small study room very similar to my room at Tolleson, except mine is bigger. The students are pulled out for special help in this room. We also visited a beautiful, very relaxed, and seemingly workable open classroom of fifth and sixth graders.

From Kennedy, we went to Central Union High School. Here there was a migrant advisor provided whose job was to keep the students in school, which is comparable to our migrant services coordinator. This school had aides working in the classroom with the students. We toured the reading lab there and also a math class that was broken down into three groups of pre-algebra. In order to be put in the reading lab, a student had to be recommended by his eighth grade teacher or determined by a teacher to be having trouble after entering high school.

April 21, 1976

Wednesday we went to Calexico to tour their unified school district. Calexico is about ten or eleven miles from El Centro. At this district there is no pull-out system. The migrant instructional aides are utilized within the classroom. We toured Rockwood Elementary School first. Here they had a wonderful bilingual program administered strictly on a volunteer basis. It consisted of a child beginning instruction in his strongest language, then after a certain interval switching to the other language for instruction. These classes are conducted solely in the language being taught. The teachers must be good models in that language at all times. Therefore, if a class is in Spanish, the teacher must always speak in Spanish to present a good model for the students. The instructional aides help a student if he cannot understand an instruction. The program is now kindergarten through third grade, but next year will include fourth grade. This school utilized many different materials. A few of these were: Victoria Series from Spain, handbooks for Spanish culture, records, and a Spanish Bilingual Dictionary. The staff members were very informative and really believed strongly in their bilingual program. They also extended their services in advising which materials to use for a bilingual program.

Next we went to the Calexico High School to observe the Estudiantina band and singing group. They were very good musicians and singers. We greatly appreciated their wonderful performance.

Continuing on our tour, we went to Heber Elementary School District, about 12 miles from El Centro. The school we visited used the Grace Ransom Reading Program, as I think all the schools did. The student population there was 95-97 percent Mexican American. We observed an open classroom situation there also, but it was really very structured inside, with separate classes and no team teaching. They also had a media center for the primary grades that had a plethora of equipment and materials to be utilized by the students and teachers. I believe this was also a target school, which probably explains why it had so much new and wonderful equipment.

Our final stop was at the Loma Linda Dental Mobile Clinic. This program provided any dental work done, for $50 per child. It utilized students from the dental school.

April 22, 1976

Thursday we visited the Brawley School District, about twenty miles from El Centro. They do not use the pull-out system either, but the aides work inside the classes. This district had many of the same programs and equipment that the other districts had.

On Friday, we were supposed to meet again with Mr. Solis for a short meeting to answer any questions we still might have had; but, unfortunately, he cancelled the meeting.

In Conclusion

We asked about in-service training of migrant personnel. We were informed that an in-service workshop was provided each month, coordinated by the resource teacher. Some aides were paid to take classes at a nearby college, and later receive monthly in-service workshops. This sounds like a great idea, and something Arizona should do more of. We need more in-service workshops here. They also stressed that their aides be bilingual; which only obviously should be, since they will be working with migrants who are predominantly Spanish-speaking.

I want to thank the State Department of Education for allowing me to participate in this teacher exchange. I feel it was quite beneficial and rewarding.

ARIZONA MIGRANT TEACHERS EXCHANGE

EL CENTRO, CALIFORNIA

1976

Rebecca Limas
Somerton School
P. O. Bin E
Somerton, Arizona

7. 58 blank

On April 19, 1976, fourteen teachers and administrators were welcomed in El Centro, California for the annual Arizona Migrant Teachers Exchange by Region VI Director, Hector Solis.

He explained to us that the reason for the migrant program in El Centro was to help all the migrant children in that area. Region VI encompasses all areas south to Calexico, north to Brawley and surrounding areas, then west to San Diego. In this large area the population is made up of 50-95 percent Mexican Americans. The main classes of migrant students are Class One and Class Two. Class One, Two and Three migrants are agricultural. The other migrants are fishing migrants; they are Class Four, Five and Six. Migrant Programs in Region VI help the agricultural migrants. These programs help mainly to provide medical and instructional aid. After our session with Mr. Solis, we were excused and left for our rooms.

On April 20, 1976, we were introduced to Keith Thomas, the Region Coordinator. He was to be our guide for the week we were there. At the same time, we were introduced to Margaret Duncan, the Resource Teacher for El Centro Elementary School District. Her job is to take care of all migrant programs in the district, prescribing and instructing in the materials and subject matter needed.

El Centro Elementary School District receives funding from Early Childhood Education (ECE) and Title I Migrant (which has different components). In the school district, there are five elementary schools, two junior high schools, and one high school.

There are 930 Class One, Two, and Three migrant children. The Class One and Class Two children are those who receive complete services.

Our first visit for the week was to Washington Elementary School, where Margaret took us to meet their principal. It was explained how their Class One and Two children are served.

At Washington School, they have kindergarten through sixth grade. They have two oral language labs in which they have two migrant aides to work with the children. These children are pulled out of the classroom for two hours every day.

They also have started a bilingual program for kindergarten and first grade. They use the Steve Merino Bilingual Pre and Post Test, which is to show where their language dominance is.

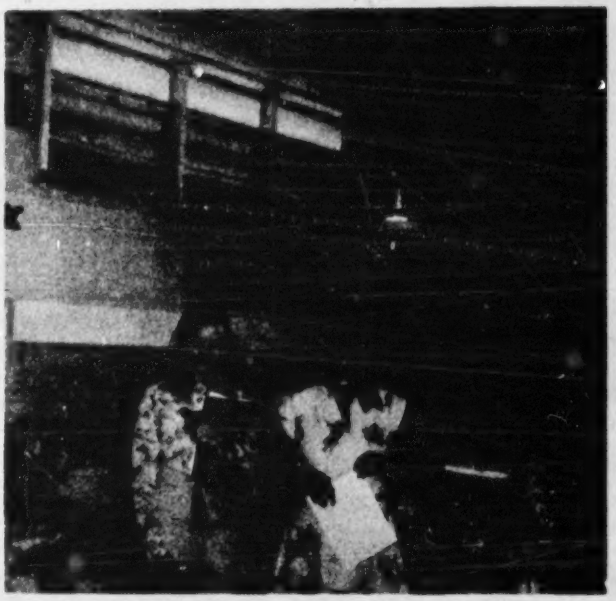
In use are many supplemental programs. Under Title I, there is Early Childhood Education, which is used in grades K-3, and encompasses all areas. There are also the Title I Aides and Title I Migrant Aides. There is a program which helps the gifted children; it's called Mentally Gifted Minors. There is a health component which is used for vision and dental cases.

The next school we visited was Kennedy Elementary School. It has an open classroom for the fifth and sixth grades, but does not have team teaching. Those grades have Mrs. Carrillo as an aide all day except for two periods. The classrooms are set up in groups of 20, and small groups of eight. This is done in all subjects. In the seventh and eighth grades, the arrangement is self-contained. They are going to try team teaching next year.

Our next visit was to Central Union High School. They have a counselor who helps students stay in school by assisting them in getting jobs. There are 296 migrant students and 230 of

p. 60 blank

them are Class One and Class Two. We observed an ESL class where there were five groups and the students would come every day.



That night we went to Mexicali and ate at the La Casa Grande, which serves Spanish food. It is owned by a private party. It is now a restaurant, but was once a home. Everyone seemed to enjoy themselves.

On Wednesday, April 21, 1976, we went to the Calexico Unified School District. We were met there by Mr. Barela, the school Superintendent. We also got to meet Ann Monge, the Resource Teacher for the district and Emily Palacio, Bilingual Coordinator.

They have all the programs that El Centro has, inclusive of all services. They also have a bilingual program which is at Rockwood Elementary School, where we visited the classrooms. They have 3,300 students in five elementary schools, two junior high schools, and one high school. Most of their classrooms are self contained. They also have seven community aides.

In their bilingual program, the children are grouped according to their language dominance. Their program includes kindergarten through grade three and is set up so that they speak only English on some days and only Spanish on others. If a child is having problems, they will help him. They try to stress that a child needs to speak a language to be able to learn it, and usually attempt to hire teachers who are bilingual. After our conference, we went to see the Estudiantina, which is a singing group formed at Calexico High School. They were having a practice session. The Estudiantina has performed all over the United States and they gave us a very good performance.

After the concert we went to Heber Elementary School. We were introduced to Mr. Ludlow, the Superintendent, and the two community aides, Susie Garcia and Eleanor Tabarez. We also met Mr. Corona, the Resource Teacher.

Mr. Corona told us that the district is composed of three sections: K-3, 4-5, and 6-8. The children are 95-96 percent Mexican American. The student enrollment is 715. They have 22 aides, 37 teachers, and 2 administrators. The population is mostly low income migrant. The programs are SB-90, ECE (which is for K-4), and Migrant Program. Heber Elementary School has the only open classroom pilot program and is reimbursed for it. Mr. Corona is doing a lot of in-service training for his aides which he thinks will help his programs. The training takes place each month.

There are 217 Class One and Class Two children. He also has nine migrant aides and community aides. The community aides are involved in the health program, enrollment, attendance, transportation, and parent involvement. The instructional aides are involved

with the students' learning and are under the direction of the classroom teachers. Eighty percent of the students do not speak English.

After we visited Heber Elementary School, we went to the Loma Linda Mobile Clinic which is located in El Centro. This program was developed to help the children in the migrant program. It is used for any type of dental work that the migrants need. Each year it moves to a different school district; this year it happens to be at El Centro's district.

On Thursday, April 22, we went to Brawley Elementary School, which is in the northernmost part of the region. We were met by Mr. Weber, the District Superintendent, and Mrs. Duarte, who is the Resource Teacher.

Mr. Weber told us that their enrollment is 3,550. Of that number there are 442 which are Class One and Class Two. There are 144 teachers, 133 teacher aides, and 22 migrant aides. Sixty-eight percent of the population in Brawley is Mexican American and 32 percent is Anglo.

Brawley, like Calexico, is a jumping off place for most families. Their enrollment is mostly children who do not speak English.

In their district, there are four elementary schools (K-6), and one junior high school. Their categorical aid is Title I, and two schools are funded by Early Childhood Education.

They have two community aides: Mrs. Aguilar, and Mrs. Gonzales. Mr. Solomon is the Special Coordinator. He helps with the special programs in the district. Mrs. Duarte takes care of the aides and the teachers. She also helps hire the aides. She takes care of the in-service training for both the aides and the community aides.

Miguel Hidalgo School was the migrant school we visited. It is the barrio school in the district. In the fourth and fifth grades, there is one aide per room, and one migrant aide. There is some parent involvement in the Brawley district. There are 32 migrant children in the sixth grade and 25 below the sixth grade.

For ESL classes, they are pulled out from their regular classrooms for 45 minutes per day. They have a bilingual aide. All their migrant aides are bilingual.

Our last school was Oakley School. It is another migrant school. We visited an ESL class; the teacher was Miss Mendoza. She had a nice classroom, which would have a welcoming effect on the students.

The last visit was to the Clinica de Salubridad de Campesinos. It is basically a clinic set up to help migrant and low income families.

The curriculum of all the schools is set up to help the children of the area. Even though some of the programs were pilots, they are doing well.

Among the materials that they had was the Grace Ransom Reading Management program. This reading series was included in the curriculum as a supplemental series. It was used to help each child who came in and to help the teacher find out at what level each child was. If he needed help in a particular skill area, the teacher would know where to begin. To get all the materials for a particular skill, all the teacher would have to do was go to the resource center, where they would have all the materials ready for her. The teachers do use basal readers.

Most of the teaching in Region VI is individualized in self-contained classrooms, or team teaching. These different methods seem to help the children. In team teaching, the parents seem to approve, and the children seem to be learning.

The teacher aides are used for instruction. The migrant aides are used to help the migrant children only. They either come into the classroom, or the child is taken out of the classroom for the instruction. The regular aides are there to help the non-migrant children. The community aides are the ones who take care of the record transfer system and the community work for the schools and districts. They try to get the parents involved.

The equipment that I saw (which I cannot remember having in schoolrooms) was: digitors, loop projectors, Singer Study Mates, and Language Masters. These are basically used for individualized instruction. These can either be used in the corners of a classroom or in the resource centers.

I did not see television, or a television recording studio, in the classrooms.

I found this observation to be very rewarding. I met many people who are trying to do the same thing I am doing. They were very helpful and knowledgeable in their areas. I am very well satisfied in the way California has Region VI set up. I am very thankful to Mr. Brink and the Arizona Department of Education for selecting me as a participant; with their patience, I learned a lot.

TEACHER EXCHANGE REPORT

Kristine Jilbert
Dysart School District
Route 1, Box 703
Peoria, Arizona

My very sincere thanks to Dr. J.O. "Rocky" Maynes, Director of Migrant Child Education for the State of Arizona, and all those who made it possible for educators from Arizona to observe the outstanding features of the Migrant Child Education Program in California's Region VI. I feel certain that it is through such opportunities to observe, exchange, and compare ideas that our endeavors to provide the migrant children of Arizona with the best possible educational opportunities will be enriched.

Each participant in the teacher exchange was afforded ample opportunity to visit classrooms, observe special programs, examine materials, and interview teachers and school personnel. Our California hosts, especially Mrs. Peggy Duncan, Resource Teacher for the El Centro District Migrant Program; Mrs. Anna Monge, Resource Teacher for the Calexico Unified School District; and Mr. Keith Thomas, Instructional Services Coordinator for Region VI, were most gracious in their efforts to explain their programs and answer our questions.

Mr. Hector Solis, Director of the Region VI Office of Migrant Education, met us upon our arrival at the El Centro, California airport. He then accompanied us to the Holiday Inn, where he conducted a general orientation session. The overview of the migrant program as it is structured in the State of California provided us with the details necessary for a comparison between the programs as they are implemented in California and Arizona. The basic goals of the programs in the two states are nearly identical: the services provided students under the migrant program are supplementary, over and above services provided by other programs; there are instructional and health components with additional assistance in the areas of free lunch and breakfast programs. As defined in the State of California, the instructional component provides services in the areas of oral language development, math, reading, science, English as a Second Language, and Bilingual/Bicultural Education. Migrant students in Region VI who have been identified as mobile (interstate or intrastate) are provided with optometric, dental, and medical services.

An especially interesting difference between the Migrant Program in California's Region VI and the Arizona Migrant Program was the Supportive Services Aide. The responsibilities of this person included identification and enrollment of migrant students, recordkeeping for the Migrant Student Record Transfer System, involvement of the community in the school program and providing transportation for students to services provided away from the school complex. These responsibilities are shared in Arizona by Migrant Student Record Transfer Clerks, who devote full time to maintaining and updating the MSRTS forms and student identification and enrollment; and Home-School Liaison Officers who work in the areas of community involvement and

p. 66 blank

provide transportation to off-campus services for migrant students. I feel that because of the work of Arizona's MSRTS Clerks, more emphasis is placed upon the importance of the MSRTS form in Arizona and more detailed information, both academic and medical, is provided for each student enrolled in the program.

Other important differences I observed were: a much larger number of administrative personnel in California than in Arizona; evidence that more funds are available in California, in that beautiful new buildings and a wide variety of new educational materials were observed; California's resource teachers (10 in Region VI) apparently have the responsibilities of Arizona's Migrant Program Coordinators; and in the region we visited, no summer programs were available for migrant students.

During our visit to Region VI we visited elementary, junior high schools, and high schools in El Centro, Calexico, Heber, and Brawley. A program common to all of the schools visited was intensive English as a Second Language (provided as a special class with the students identified as nonfunctional in English going outside the regular classroom for instruction). The need for special instruction in the English language was particularly acute because academic instruction in all classrooms was in English with special assistance to monolingual Spanish speaking children provided by bilingual instructional aides. An exception to this pattern was observed in the Rockwood Elementary School in Calexico, where a kindergarten through third grade bilingual program provided students with academic instruction in English and Spanish and intensive oral language development in the second language (either English or Spanish). Statistics provided us by Mr. Solis reveal that 95 percent of the migrant students in Region VI are Spanish speaking, and 35-50 percent are monolingual Spanish speakers.

For me, the most impressive aspects of the programs we were privileged to observe were: the strong emphasis on parental involvement in El Centro, with parent advisory committee members actively working at the school helping with special migrant programs, a strong effort on the part of the migrant resource teacher to communicate with parents via letters in English and Spanish, and planning for a "pot luck" dinner for PAC members with very special entertainment provided. A strong emphasis in all the schools was observed on training and professional status for instructional aides. The bilingual/bicultural program at Rockwood Elementary School in Calexico where through a team-teaching approach, a strong effort to avoid translation and consistent models for instruction in English and Spanish were combined to form an outstanding educational opportunity for migrant students. Incorporation in all programs of bicultural activities was designed to enhance cultural awareness and appreciation. Especially impressive was the Calexico High School Estudiantina, which provided us with a delightful musical interlude.

This experience provided me with the unique opportunity to be a mouse in the corner and gain insight into my own work by observing how other educators have met and dealt with problems concerning the educational needs of migrant students. I am deeply grateful to all those teachers who shared their successes and failures with me, not only those from California, but also my traveling companions from Arizona who were equally as willing to share experiences as were our California hosts.

REPORT ON VISITATIONS TO CALIFORNIA

REGION VI

Joyce K. Seriale
Mohawk Valley School
P.O. Box 67
Roll, Arizona

The Arizona group was met as they arrived by Mr. Don Brink and were welcomed by Mr. Hector Solis, Regional Director. Mr. Keith Thomas was our very able guide for the next three jam-packed days. We visited schools in El Centro, Heber, Calexico, and Brawley. In these school systems we observed classrooms, resource centers, libraries, and dental health centers. We visited and exchanged ideas with resource teachers, classroom teachers, program directors, aides, mother volunteers, principals, superintendents, librarians, and children. Ideas flew as program and ideas were discussed every time the program participants were together.

The first district was El Centro, where Mrs. Peggy Duncan, Resource Teacher, had ready for each participant a resume of each school system in her district. The resume gave the names of principals, community aides, tutorial aides; room assignments; duties; and times. There was also a map of the system. No matter what time we arrived at a school, we were able to visit the areas of most interest to us; and, due to the map, we were able to move about the plant rapidly.

The El Centro district uses the pull-out assistance, E.S.L. Class, and mobile methods of aide employment. We saw all these systems in each school we visited. The migrant children serviced are categorically Class One and Class Two. Class Three, similar to Arizona's Five Year Migrants, are not serviced by any of the schools we observed. Funding is basically under Early Childhood, Title I, and Title VII.

Each elementary system in the district uses the "Grace Ransom Management Systems" for diagnosis and supplementary material assignment. This system is managed by the resource aide through requests by the teachers for materials which are utilized in interest centers. This system is not in use in the Arizona schools at this time, but does seem to have potential as a supplementary program in diagnosis, resource material organization, and recordkeeping of skill efficiencies.

The tutorial aides were quite exceptional in attitude and training and were very knowledgeable about the management of their respective schools. The aides in Region VI are trained both by in-service training and by suggested college courses which are funded, and workshops provided by the International Reading Association. The aides were very helpful, interested in the Arizona program, and generally pleasant. They were eager to demonstrate, discuss, guide, and explain the working of the migrant and supplementary programs in their schools. The Resource Teacher for each District is responsible for tutorial, community, or health aid. Aides have either a G.E.D. certificate, or a high school diploma; are bilingual; and must pass a R.A.C.T. test for basic math, reading, and communication skills. There is also a very important personal interview to determine the prospective aides' interest in children.

The newest program that we observed was the Bilingual Rockwood School which was entirely volunteer: teacher, aides, and students. It is a target program – what we in Arizona refer to as a pilot program. The results are not conclusive at this time; but the program seems to have merit, and the materials used were of great interest as a source of supplementary materials. We have received a list of bilingual resources' addresses at this time and will be writing for the catalogues.

The equipment and materials in all the schools seen were of the latest design and type. There was also no shortage of material in evidence. The newest designs in open classroom were seen at Heber Elementary School and Kennedy Elementary School. The Heber Elementary School had some of the latest equipment and buildings, as they are a school which has doubled in enrollment in the last three years. Ninety-seven percent of this

p. 70 blank

enrollment is Mexican American. Here again, the funding for expanded services was mostly Title I and Early Childhood.

Among the most interesting aspects of observing for the classroom teachers in our group were the different and creative ideas displayed in the individual classrooms. I was particularly interested in the Learning Centers which are widely used in a most effective manner at the Miguel Hidalgo School. Here aides, tutorial and volunteer, work with the Class Two migrant students in a pull-out E.S.L. program, and use the Grace Ransom systems within the classroom.

The entire program of visitation and observation was exciting. The participants in this program were able to observe teachers being creative; using aides, bilingual materials, and equipment; and in general coping with a very erratic enrollment and a heavy migrant population.

The opportunity to exchange ideas, and meet other teachers from our own state in an atmosphere of interest and concern for children, has been a wonderful experience. I have received many valuable suggestions for new materials, ways to use old materials, and some creative ideas in general which I will incorporate next year. This program has given me a new incentive when tackling the problems which occur within our own migrant program.

MIGRANT CHILD EDUCATION – TEACHER EXCHANGE

REPORT

April 19, 1976 through April 23, 1976

Joan Zink
Littleton School District
P.O. Box 280
Cashion, Arizona

It is my privilege to express thanks to the persons in the Arizona Department of Education and in the California Department of Education; thanks, to each, for his or her part in making this experience realizeable to me. Thanks to all the other people also, who, in any way, contributed to the success of this Exchange Program. Thanks, to "whomever," . . . for the pleasantness I kept finding along the way. Specifically, thanks to: J.O. "Rocky" Maynes, Jr., Ph.D., Director, Migrant Child Education; Don Brink, Administrative Consultant, M.C.E.; Myrtle Gutierrez, District Director, M.C.E.; Quentin Aycock, Superintendent, Littleton School District; Fred Griffiths, Principal, Underdown Junior High School.

El Centro, in the center of Imperial County, has one high school, two junior high schools, and seven elementary schools. There are 930 migrant students benefiting from an Oral Language Lab, an E.S.L. Lab, and an Early Childhood Education Program. Peggy Duncan, Resource Teacher for the Washington District, guided us through various classrooms, pointing out teacher-directed and aide-directed classes. The aides in this district are highly trained through in-service workshops (conducted monthly, during school hours). The Grace Ransom Reading Resource Room is managed by Mrs. Baker and an aide. Materials, tests, and teacher-made games are available to teachers upon request. The Grace Ransom Series consists of 19 levels ranging from kindergarten through grade six. A Group Profile is posted and color coded to keep each student aware of progress and needs. Two interesting ideas which I observed and appreciate are these: "The Brain Box," and "The Checker Board." They can be used anywhere. "The Brain Box" is a wooden box with a six-inch square cutout that serves as a "window". It has a battery operated roller inside. The roller is activated by a control switch. The "Box" can be used for various subjects and drills. A prepared list of problems and correct answers can be placed on the roller; then an individual problem or answer can be selected and viewed in appropriate sequence. Students can enjoy matching their skills against "The Brain" by delaying selection of the correct answer until they themselves have produced an answer. The "Checker Board" is simply a carpeted area provided for quiet activity. It is laid out like a checker board, in red and white carpet squares. It can be used in a variety of ways, limited only by the creativity limits of the group.

At Kennedy Elementary School, we observed an Open Classroom in operation. Teachers taught as a team. There was one aide for each level. Learning Centers were used. Each Center was directed by a teacher or allowed to function as a quiet Reading Station. A special Study Room was also available wherein individual students could have individualized help from teacher aides.

Central Union High School has a Library Unit that seems to be of considerable interest to students. One particularly valuable exercise is demonstrated in a handout titled "Problems in Fact Finding." The instructions state: "The facts you find will probably have little real value to you. What is important is the process by which you find the facts . . . The search, not the answer, is the important thing." Students are required to find a source, give a page number, and determine the type of reference.

The Calexico Unified School District operates one K-3 and four K-6 elementary schools, one junior high school, and one continuation high school. It serves 1000 migrant students. Ann Monge, Resource Teacher, directed us to Rockwood Elementary School where we saw the Cid Elementary Bilingual Project. Participation in this project is totally voluntary. The teachers and the instructional aides are recruited from among existing District staff members. The students are "volunteered" by their parents. The E.S.L. and S.S.L. exchange is a point of uniqueness. At the high school, under the direction of Larry Lopez, a special

p. 74 blank

performance of the Estudiantina was arranged for us. The musical group sang songs in both Spanish and English.

At Heber Elementary School District, classes were not in session because Parent-Teacher Conferences were scheduled. The teachers, however, explained the Open-Concept, System 80, and Early Childhood Education. Mr. Corona, Resource Teacher, guided us through various classrooms. It was refreshing to learn that in the Junior High School, both Home Economics and Industrial Arts classes are co-ed.

Brawley is 68 percent migrant populated. The District employs 25 migrant aides. In Miguel-Hidalgo School, there is a Parent Volunteer Program to assist teachers. One "catching" bulletin board display was titled "Signals in Writing" . . . and the "Signals" (or rules) were shown beside a large colorful cutout representing a traffic signal light. Sample "Signals": *STOP—Place a period at the end of a sentence! (red light); CAUTION—Use commas in all series! (yellow light);* etc. Another interesting item was "Scrambled Eggs," a jigsaw type of matching puzzle that associated similarities and differences in words and concepts (e.g., one & 1, tall & short, pen & pencil). The words or concepts were written or pictured on various matching pieces. When the match was satisfactory, the result was completion of the shape of an egg.

At the Oakley School, we saw students working at various Learning Centers. Work was individualized. Color coded work folders were set up at color coded work centers. Students were directed to appropriate areas by a color coded Name Chart or List.

All in all, the Exchange Program provided me with many experiences that can be utilized in my own school environment. Student and parental involvement was gratifying. The colorful and well appointed classrooms were stimulating. I enjoyed the exposure to students' ideas about the crops in the El Centro area, and students' thoughts, in general, about school and migrant teaching programs. Again, thanks to the hosts, and to all persons whose paths I crossed that week.

TEACHER EXCHANGE PROGRAM

1976

Leanna Mendenhall
Tolleson Elementary School
P.O. Box 278
Tolleson, Arizona

After a short flight from Phoenix, we were met by Mr. Hector Solis, the Region VI Director. He gave us a brief overview of the Region VI program.

Region VI includes both Imperial County and San Diego County. The Imperial County program is well underway while the San Diego program is still in the process of migrant identification.

The programs service both agricultural and fishing migrants. Resource teachers, community aides, instructional aides, and medical services are provided. A majority of the personnel is bilingual in an effort to further help the migrants, who are 95 percent Spanish speaking.

With this background in mind, we started our tour the next morning with Keith Thomas, the Instructional Services Coordinator of Region VI. Our first stop was Washington Elementary School, where we met Mrs. Peggy Duncan. She is the resource teacher of the El Centro District and was in charge of our visit there. Washington includes Title I, Early Childhood Education, and Migrant in their supplementary program. They have both pull-out and in-class programs.

First we saw a sixth grade classroom where a floating aide was working with students in math. After Mr. Gota, the teacher, showed us his activity center, we moved to the Primary Oral Language Lab.

In the lab, the teacher and aide were working in small groups. These groups stay from 45 minutes to one hour. The upper grade lab is similar to this one.

We visited the Grace Ransom center next. This is the reading system used in most of the schools we visited. It places each student on his instructional level and then provides packets of materials which correspond to the skills on each level. Everyone agreed that this system is beneficial and easily handled.

The second stop was at Kennedy Elementary School. We visited open classrooms and a Migrant Study Room. One migrant aide is assigned to two classes in the open classrooms. They work with the migrant students in classroom areas where they need help.

In the Study Room, the aide works with students in math and reading skills. Games, materials, and texts are available in the study room.

Our last visit on Tuesday was to Central Union High School where most of our time was spent in the reading lab. Four aides are utilized in the lab. Students receive help in word attack skills, library skills, vocabulary, and comprehension. A great variety of material and audiovisual equipment was available.

On Wednesday we started with a visit to Rockwood Elementary School, where we were met by Ann Monge, the resource teacher. She told us about their bilingual classes. There is an aide in each of the bilingual classes. The Spanish dominant students begin in Spanish concepts and English dominant children begin in English concepts. After some basic concepts have been learned, they begin a transfer of language.

There are seven community aides at Rockwood. They try to keep in continual contact with the migrant parents. Parent Advisory Committee meetings are held monthly to help promote parent involvement.

p. 78 blank

Our next stop was at Calexico High School where we were fortunate enough to see La Estudiantina. These students were wonderful musicians. They sang their program and we spent a very enjoyable hour with them.

After lunch we drove to Heber. Mr. Fred Corona, their resource teacher, showed us around. There are two migrant community aides and nine instructional aides. Most of the classrooms are open and some team teaching is utilized.

There are two large media centers in this school. Great amounts of material and audiovisual equipment are readily available to the teachers. The director of the media center will conduct lessons and activities with students if the teachers feel they need extra help.

At the Loma Linda Mobile Dental Clinic we observed the facilities which are provided for the students. The community aides transport students to the clinic where their problems are diagnosed and corrected. There is a limit to the amount of work that can be performed, so no bridge or replacement work is done.

Alice Duarte, the Brawley District Resource Teacher, met us Thursday morning at the District office. The Superintendent, Mr. Weber, spoke to us about their program.

At the Miguel Hidalgo School there was an instructional aide in each classroom, and a floater aide who is in the classroom part of the time. The floater's time in each class is determined by the number of migrants in the class. The aides were involved in classwork help and were assisted by the Director of the Media Center. Learning centers are used extensively and appeared to be well organized.

The last school we visited was Oakley Elementary School. The aides are assigned to each classroom. They were all preparing for open house.

The English as a Second Language classroom was very attractive. Most of the decoration was Mexican American in origin making it easily related to by the students involved.

Our final stop was the Clinica de Salubridad de Campesinos. This is a dental clinic which serves migrant students. The charge for the work is $50 per child. These charges are paid for by the Migrant Program.

On Friday, after our tour, we were to meet again with Mr. Solis to discuss our visits. Unfortunately, we learned on Thursday that his schedule would not permit him time to see us. We had our own discussions to clear up any questions we had.

Our school's migrant equipment and material is increasing but does not compare to California's. They have been in the program long enough to

have accumulated quite a bit; digitors, filmloops, Singer Study Mates, and a System 80 were available.

In California, the majority of the migrant students receive help from a floating aide, or in a pull-out class. At our school, there are only a few migrant aides and each is assigned to one classroom and can service only the migrants in that class. It seems that the floating aide is really the most convenient way to use the migrant aide.

I found the El Centro observation a pleasant and informative experience. Everyone was gracious and helpful. It made me feel much more at ease in our program. I appreciate the opportunity to participate in the exchange program.